



# Lodge Farm Primary School

## Geography Curriculum

**INTENT:** For all children to develop their geographical skills and use enquiry-based research to extend their knowledge and understanding about the local area, the United Kingdom, Europe and the wider world.

**FINAL GOAL FOR THE END OF KS2:** For children to respect similarities and differences between themselves and others, deepen their understanding of the links between physical and human processes and to appreciate the part we all have to play in looking after our world.

# Geography at Lodge Farm

## EYFS

*Links with other terms, year groups and curriculum areas (prior and future learning).*

**Key vocabulary to be embedded in teaching and learning.**

*Children learn in the Early Years through exploration and investigation within an enabling, well planned learning environment. The learning and development is supported and extended by high quality and responsive interactions between the children and qualified and experienced staff. Where appropriate, children also benefit from teacher led group work which takes place outside of child initiated learning.*

**Please note: Below is a suggested order of coverage. Content and order of delivery may vary according to the specific needs and interests of the children.**

Autumn Knowledge	Spring Knowledge	Summer Knowledge
<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Describe the features of their own immediate environment: Early Years <b>playground, classrooms, library, wild garden and field.</b> <i>(In preparation for work on the school grounds in Year 1).</i></li> <li>Name the <b>road</b> and <b>town</b> the <b>school</b> is located in (<b>Mobbsbury Way, Stevenage</b>). <i>(In preparation for work on the school grounds in Yr 1).</i></li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Know that <b>aerial maps</b> are taken from above like a birds-eye view and comment on simple features.</li> </ul> <p><b><u>Manmade and Natural Geography (Human and Physical Geography)</u></b></p> <ul style="list-style-type: none"> <li>Know some of the signs of <b>autumn/winter</b> and the associated <b>weather.</b> <i>(In preparation for work on seasons and daily weather patterns in Year 1).</i></li> </ul>	<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know key features of the <b>world/ Earth</b>, such as being able to identify what is <b>land</b> and what is <b>ocean</b> on a <b>globe.</b></li> </ul> <p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that environments vary from one another.</li> <li>Know about similarities and differences between <b>places</b> e.g. <b>countryside</b> and <b>town</b>, drawing on own experiences and what has been read in class.</li> </ul> <p><b><u>Manmade and Natural Geography (Human and Physical Geography)</u></b></p> <ul style="list-style-type: none"> <li>Know that some things in the <b>world</b> are <b>natural</b> and some are made by people (<b>manmade</b>).</li> <li>Know some of the signs of <b>spring</b> and the associated <b>weather.</b></li> <li>Understand the effect of <b>changing seasons</b> on the natural world around them. <i>(In preparation for work on seasons and daily weather patterns in Year 1). (Also Link to Science).</i></li> </ul>	<p><b><u>Place Knowledge</u></b></p> <ul style="list-style-type: none"> <li>Know that there are different <b>countries</b> in the <b>world</b> and talk about the <b>differences</b> they have experienced or seen in photos. (Draw on children's own experiences where possible, such as family members around the world, or holidays they have been on).</li> <li>Recognise some <b>similarities</b> and <b>differences</b> between life in this <b>country</b> and life in other <b>countries.</b> E.g. ways of travelling to school and food eaten.</li> </ul> <p><b><u>Geographical Skills and Fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Know that simple <b>symbols</b> are used to identify features on a <b>map.</b></li> </ul> <p><b><u>Manmade and Natural Geography (Human and Physical Geography)</u></b></p> <ul style="list-style-type: none"> <li>Know some of the signs of <b>summer</b> and the associated <b>weather.</b></li> <li>Identify some of the <b>differences</b> and <b>similarities</b> between the <b>seasons</b> e.g. in the <b>summer</b> it gets <b>hot</b> and <b>sunny</b>; that they need to find shady areas when outside and wear appropriate clothing, and in the <b>winter</b>, it is <b>cold</b> and may <b>snow.</b> <i>(In preparation for work on seasons and weather in Yr 1).</i></li> </ul>
Skills		
<p><b><u>Geographical skills and knowledge</u></b></p> <ul style="list-style-type: none"> <li>Use first-hand observation from walking around the Early Years area, discussion, 'helicopter stories', photographs and simple <b>maps</b> to enhance their locational awareness and describe features of their own immediate environment (as listed above). <i>(In preparation for Year 1 as above).</i></li> <li>Draw simple <b>maps</b> of their immediate environment or from imaginary story settings they are familiar with.</li> <li>Use an <b>aerial map</b> to zoom in on familiar surroundings, such as where they <b>live</b> and comment on features including <b>buildings, open space, roads</b> and other simple aspects.</li> <li>Use first hand observation to identify signs of <b>autumn</b> and <b>winter.</b> <i>(Yr1)</i></li> <li>Carry out weather investigations together, such as exploring what happens when water is left on a tuff spot during <b>freezing</b> temps. <i>(Link to Science)</i></li> </ul>	<p><b><u>Geographical skills and knowledge</u></b></p> <ul style="list-style-type: none"> <li>Be able to point to what is <b>land</b> and what is <b>ocean</b> on a <b>globe.</b></li> <li>Use own experiences, photographs and what has been read in class to make comparisons between <b>places.</b></li> <li>Identify some examples of <b>man-made</b> and <b>natural</b> things in their immediate environment from first-hand observation and experience. (Adults to model vocabulary needed).</li> <li>Use first-hand observation to identify signs of <b>spring.</b></li> <li>Talk about <b>changes</b> they can see through the <b>seasons.</b> <i>(In preparation for work on seasons and daily weather patterns in Year 1). (Also link to Science).</i></li> </ul>	<p><b><u>Geographical skills and knowledge</u></b></p> <ul style="list-style-type: none"> <li>Use and draw information from simple <b>maps, diagrams, globes, photographs</b> and <b>Google Earth.</b></li> <li>Make simple <b>maps</b> of imaginary communities using a variety of construction resources.</li> <li>Use first hand observation to identify signs of <b>summer.</b> <i>(In preparation for work on seasons and daily weather patterns in Year 1). (Also link to Science).</i></li> <li>Carry out <b>weather</b> investigations together, such as exploring shadows children can see when it is a <b>sunny</b> day. <i>(Link to Science).</i></li> </ul>
Key Vocabulary		
<p>Lodge Farm, school, Mobbsbury Way, road, Stevenage, town, playground, classroom, library, garden, field, space, countryside, village, house, buildings, farm, world, globe, Earth, land, ocean, country, places, map, aerial maps, symbols, hot, sunny, seasons, autumn, winter, spring, summer, changes, cold, freezing, snow, weather, manmade, natural, same, different</p>		

# Geography at Lodge Farm

## Year 1

*Links with other terms, year groups and curriculum areas (prior and future learning).*

**Key vocabulary to be embedded in teaching and learning.**

Autumn/ Spring	Spring	Summer
Knowledge	Knowledge	Knowledge
<p><b><u>Locational Knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the four countries and capital cities of the United Kingdom (England- London, Scotland- Edinburgh, Wales- Cardiff, Northern Ireland-Belfast) and its surrounding seas (Atlantic Ocean, North Sea, Irish Sea, Celtic Sea and the English Channel).</li> <li>• <i>Following on from work in the EYFS</i>, know the following features of the immediate school environment: Inside-two dining rooms, two halls, two classes in each year group, libraries and offices. Outside-pond, fields, playgrounds, secondary school, church, shops.</li> </ul>	<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>• Know that temperature, rainfall and hours of daylight (daily weather patterns) change according to the season.</li> <li>• Understand that the higher the number on a thermometer, the warmer the temperature.</li> <li>• Understand that areas further away from the Equator are colder (<i>in preparation for further work on hot and cold areas in Year 2</i>).</li> </ul>	<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>• Know that <i>seasides</i> are located where land meets a sea or ocean.</li> <li>• List key physical and human features of a seaside location: beach, cliff, coast, sea, ocean, port, pier, harbour, town, house and shop.</li> <li>• <i>Following on from last term</i>, explain how the daily weather patterns change according to the season. (Temperature, rainfall, hours of daylight).</li> </ul>
Skills	Skills	Skills
<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use a UK wall map and atlas to locate and name the four countries and capital cities and the surrounding seas.</li> <li>• Locate features of the school grounds on a base map that are pertinent through direct experience for the children (<i>refer back to experiences in EYFS</i>). (Locate Early Years classrooms and outside area, Key Stage 1 classrooms, Year 1 outside area, fields, playgrounds and pond). (See Geography resource folder for aerial photograph of school and base map).</li> <li>• Create own simple maps of the school grounds, identifying key features that are pertinent to the children. (Early Years classrooms and outside area, Key Stage 1 classrooms, Year 1 outside area, fields, playgrounds and pond).</li> <li>• <i>In preparation for our spring term work on weather, start to discuss what the weather is like each day. Talk about how cold we are feeling, how much rain we have had etc.</i></li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Keep a daily weather chart based on first-hand observations during January and March using picture symbols for type of weather (e.g. rain cloud, sunshine etc) and record the temperature in °C.</li> <li>• Discuss what the weather data shows us.</li> <li>• Use a map, atlas and globe to locate the cold areas of the world.</li> <li>• Locate the Equator on a globe and a world map practically.</li> <li>• Locate the North Pole, South Pole, Arctic and Antarctica on a globe and world map practically.</li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use simple atlas maps of the United Kingdom to locate different seaside towns: Southend-on-Sea, Walton-on-the Naze, Clacton-on-Sea, Brighton and Great Yarmouth.</li> <li>• Use photographs to identify the physical and human features of seaside locations: beach, cliff, coast, sea, ocean, port, pier, harbour, town, house and shop.</li> <li>• Keep a daily weather chart based on first-hand observations during June/ July using picture symbols for type of weather (e.g. rain cloud, sunshine etc). and record the temperature in °C.</li> <li>• Discuss what the weather data shows us.</li> </ul>

# Geography at Lodge Farm

## Year 2

*Links with other terms, year groups and curriculum areas (prior and future learning).*

**Key vocabulary to be embedded in teaching and learning.**

Autumn Knowledge	Spring Knowledge	Summer Knowledge
<p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Name and locate the seven continents of the world. (Europe, Asia, Africa, North America, South America, Antarctica, Australia/ Oceania).</li> <li>• Name and locate the five oceans of the world. (Atlantic, Pacific, Indian, Southern and Arctic).</li> <li>• Identify characteristics of the four countries and capital cities of the United Kingdom: Identify their location using North, South, East and West, the country flag, languages spoken, islands/land mass and population (children do not need to know actual figures at this stage). <i>(Children should know the names of the four countries and their capital cities from Yr 1).</i></li> <li>• List landmarks of London <i>(in preparation for next term's work in History)</i>: Houses of Parliament, Big Ben, Buckingham Palace, The Tower of London, Tower Bridge, River Thames, St. Paul's Cathedral, Westminster Abbey, West End, Hyde Park, London Eye and the underground.</li> </ul>	<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>• Identify key landmarks and points of interest in Stevenage: Fairlands Valley Park, the town centre, the Old Town, polar bear sculpture in the Glebe, fountain and clock tower, football stadium.</li> <li>• Use basic geographical vocabulary to describe the key physical and human features of Stevenage: <i>wood (Box Wood), hill, field, street, river (River Beane), soil, season, weather, town (Old Town and Town centre), village, factory, farm, house, office and shop.</i></li> </ul>	<p><b><u>Human and physical geography and Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>• Identify the hot areas in the world in relation to the Poles and the Equator. (Focusing on the continent of Africa).</li> <li>• Children need to understand that Africa is a continent and that different countries within it vary greatly. (BBC Bitesize videos, photographs).</li> <li>• Compare geographical similarities and differences between a Kenyan village and Stevenage <i>(using work from last term)</i>. Use images to support- What does the picture tell us? Looking at climate, population (not specific numbers), industry, school, amenities, shops, entertainment. Use stories to enrich. E.g. 'Mama Panya's Pancakes' by Mary and Rich Chamberlin. (Emphasise that the Kenyan village is one area- avoid generalisations). For example the capital of Kenya (Nairobi) looks like a city we would expect to see in the United Kingdom.</li> <li>• Use basic geographical vocabulary to describe the key physical and human features of an area. E.g: <i>beach, cliff, coast, sea, port, harbour (Recap from Year 1), forest, hill, mountain, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office and shop.</i></li> </ul>
Skills	Skills	Skills
<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use a world map, atlas and globe to name and locate the seven continents and five oceans.</li> <li>• Locate the UK and its four countries on a world map and globe.</li> <li>• Use class atlases and photographs to research the characteristics of the four countries that make up the UK and their capital cities. (As listed above).</li> <li>• Use research to list London landmarks. (As listed above).</li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe a journey on a map.</li> <li>• Use aerial photographs and fieldwork to identify physical and human features of the local area.</li> <li>• Draw a map with a key using basic symbols, showing the location of Stevenage landmarks.</li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>• Use world maps and a globe to identify which countries are likely to experience the highest and lowest temperatures in relation to distance from the poles and the Equator. (Examples of lowest temperatures- Antarctica <i>(Recap from Year 1)</i>, Russia, Canada, Kazakhstan, Greenland, Iceland. Examples of highest temperatures- Mali, The Maldives, Thailand, Tunisia, India, Mexico, Australia).</li> <li>• Use maps and aerial photographs to identify physical and human features of a locality.</li> </ul>

# Geography at Lodge Farm

## Year 3

*Links with other terms, year groups and curriculum areas (prior and future learning).*

Ongoing- Children need to be clear about what an atlas is used for and how to use a key.

Children need to understand that we are part of Europe but are no longer part of the European Union.

Key vocabulary to be embedded in teaching and learning.

Autumn	Spring	Summer
Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> <li><i>Re-cap learning from Year 2 on key physical and human features of Stevenage- check recall through a quiz or 'Odd one out' activity- E.g. 'which one of these images is not from Stevenage?'</i></li> </ul> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>Locate the United Kingdom on a world map and locate Stevenage on a map of the UK using terminology such as north, south, east and west. <i>(Recap from Year 2).</i></li> <li>Know the names of nearby villages, (Aston, Walkern, Knebworth, Weston, Gravely) and towns (Hitchin, Letchworth, Baldock, Welwyn Garden City, Hatfield, St.Albans, Ware, Hertford). <i>(We will be looking at cities next term and again in detail in Year 5).</i></li> <li>Know the name of our county (Hertfordshire) and the names of surrounding counties (Bedfordshire and Cambridgeshire to the north, Essex to the east, Greater London to the south, Buckinghamshire to the west).</li> </ul> <p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Know that there are different types of settlement, including cities, large and small towns and villages.</li> </ul>	<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Know the main features of urban areas (large towns and cities); crowded, lots of housing, industry, pollution, essential services (hospitals, schools, emergency services), entertainment, facilities, good transport links (roads and public transport). <i>(This will be recapped in Year 4 and then extended in Year 5).</i></li> <li>Know the main features of rural areas (villages <i>(link back to autumn term)</i> and small market towns); less densely populated, farm land, smaller settlements, less facilities, less polluted, have to travel to bigger places, public transport isn't as readily available (journey times likely to be longer), smaller roads. <i>(Link back to contrasting Kenyan village from Year 2).</i></li> </ul> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>Locate the following countries and their capital cities in Europe: France (cc Paris), Spain (cc Madrid), Portugal (cc Lisbon), Italy (cc Rome), Germany (cc Berlin), Greece (cc Athens), Norway (cc Oslo), Sweden (cc Stockholm), Turkey (cc Ankara), Russia (cc Moscow).</li> </ul>	<p><b><u>Locational knowledge and Place knowledge</u></b></p> <p>(This term we will be learning about key characteristics of Italy <i>(in preparation for Year 4 work on the Romans in History)</i> and making comparisons between a region in Italy (Campania) and a region in the UK (Cornwall):</p> <ul style="list-style-type: none"> <li>Check children can locate Italy, the UK and their capital cities on a world map. <i>(Quick recap of prior learning).</i></li> <li>Identify characteristics of Italy: population, joining countries (France, Switzerland, Austria and Slovenia), the seas, famous landmarks (Leaning Tower of Pisa, The Colosseum in Rome, The Sistine Chapel in the Vatican City).</li> <li>Identify key physical and human characteristics of Campania: mountainous and hilly, Amalfi Coast, Naples (the regional capital), Mount Vesuvius, <i>(children will learn about mountains and how they are formed in Year 4)</i> and Pompeii.</li> <li>Identify key physical and human characteristics of Cornwall: Truro is the only city in Cornwall, over 300 beaches, big tourist industry</li> <li>Make comparisons between the two regions: tourist industry, climate, population, life style.</li> </ul>
Skills	Skills	Skills
<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use an atlas, world map and globe to locate the United Kingdom and UK maps to identify the area they live in.</li> <li>Identify locations on a map using terminology such as north, south, east and west.</li> <li>Use the zoom function of a digital map to locate places.</li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use a map and atlas to locate the European countries and their capital cities listed above.</li> <li>Make sketch maps of a local rural area using symbols and a key for features such as farms, church, schools and village amenities.</li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use the zoom function of a digital map to locate places.</li> <li>Use a map and atlas to locate Italy and the United Kingdom and their capital cities.</li> <li>Use a map of Italy to locate the region of Campania.</li> <li>Use a map of the UK to locate the region of Cornwall.</li> </ul>

# Geography at Lodge Farm

## Year 4

*Links with other terms, year groups and curriculum areas (prior and future learning).*

**Key vocabulary to be embedded in teaching and learning.**

Ongoing- Children need to be clear about what an atlas is used for and how to use a key.

Children need to understand that we are part of Europe but are no longer part of the European Union.

Autumn	Spring	Summer
Knowledge	Knowledge	Knowledge
<ul style="list-style-type: none"> <li>Recap locational knowledge and human and physical geography from Year 3 –different types of settlement and the names of our surrounding villages, towns and counties, location of the UK on a world map and features of rural and urban areas. (See Year 3 overview). (Children will be continuing with urban areas in Year 5).</li> </ul> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Know that lines of latitude (North to South) and longitude (East to West) are used to pinpoint locations.</li> <li>Locate the position and know the significance (importance) of the Equator, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</li> <li>Know that the countries above (North) of the Equator are in the Northern hemisphere and countries that are below (South) of the Equator are in the Southern hemisphere.</li> <li>Locate the position of the Prime/ Greenwich Meridian and different time zones.</li> </ul>	<p><b>Locational knowledge and Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Draw a labelled diagram in the correct sequence to show the process of the water cycle.</li> <li>Investigate rainfall across a week- collect rainfall each day and record the data on a graph. What does the data show us? Would it be the same if it was collected at a different point in the year? How? Why? How might it compare to some of the locations we have looked at previously? (E.g. the poles in Yr 1, Africa in Yr 2, Italy in Year 3).</li> <li>Know how rivers are formed and use geographical vocabulary to describe; bank, mouth, source, current, erosion, meander, flood plain, tributaries.</li> <li>Know how mountains are formed and use geographical vocab to describe; tectonic plates, fold, block, dome, volcanic, mountain range.</li> <li>Locate several mountainous environments in the UK and describe. E.g. mountains in Scotland are usually covered in snow, mountains in England are often covered in vegetation etc.</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Know aspects of physical geography that can cause hazards to people. (Flooding, volcanoes, earthquakes and hurricanes).</li> <li>Describe significant physical features of an area and how they change. (Changes to the environment caused by flooding, volcanoes, earthquakes and hurricanes).</li> <li>List some of the advantages and disadvantages of living in hazard-prone areas.</li> <li>Know where our natural resources (materials or substances that are produced by the environment that humans use to survive), come from; including energy, food, minerals and water.</li> </ul>
Skills	Skills	Skills
<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use a globe to locate the position of latitude, longitude, Equator, Northern and Southern hemispheres.</li> <li>Use four-figure grid references. (E.g. 17 43)</li> <li>Give direction instructions up to eight compass points (N, NE, E, SE, S, SW, W, NW).</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use atlases to find out about the different features of places.</li> <li>Work in groups to carry out fieldwork, selecting appropriate techniques. Investigate the rainfall across the week- collect rainfall each day and record the measurements on a graph.</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use globes, atlases and large scale maps with a key to identify hazard-prone areas.</li> <li>Use photographs and digital maps to investigate features of an area that have been affected by volcanoes, earthquakes or flooding etc.</li> </ul>

# Geography at Lodge Farm

## Year 5

*Links with other terms, year groups and curriculum areas (prior and future learning).*

Ongoing- Children need to be clear about what an atlas is used for and how to use a key.

Children need to understand that we are part of Europe but are no longer part of the European Union.

Key vocabulary to be embedded in teaching and learning.

Autumn	Spring	Summer
Knowledge	Knowledge	Knowledge
<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Locate tropical climate zones (regions of the Earth that lie roughly in the middle of the globe and include the Equator, parts of North America, South America, Africa, Asia, and Australia) and use geographical vocabulary to describe the climate: hot, humid, two seasons- wet and dry, very little range in temperatures.</li> <li>Locate temperate climate zones (occur in the middle latitudes, which span between the tropics and polar regions of the Earth) and use geographical vocabulary to describe the climate: generally moderate weather, changing temperatures across the year, changing seasons, usually moderate rainfall.</li> <li>Locate polar climate zones (found across the continents that border the Arctic Ocean, Greenland and Antarctica) and use geographical vocabulary to describe the climate: long cold winters, annual temperatures generally below freezing, windy, very little rain, ice caps.</li> <li>Describe what the climate of a region is like and how animals and plants are adapted to it. <i>(Link to Science).</i></li> </ul>	<p><b><u>Locational knowledge and Place knowledge</u></b></p> <ul style="list-style-type: none"> <li>Locate some countries and their capital cities in North America; Canada (cc Ottawa), USA (cc Washington, D.C.), Mexico (cc Mexico City) and Greenland (cc Nuuk) and identify their key features- population, climate, physical features such as the Rocky mountains, great lakes, Grand Canyon, Niagara Falls. <i>(Children will be looking at Mexico in more detail in Year 6).</i></li> <li>Locate some countries and their capital cities in South America; Brazil (cc Brasilia), Colombia (cc Bogotá), Argentina (cc Buenos Aires) and Peru (cc Lima) and identify their key features- population, climate, physical features such as the Andes and Amazon rainforest.</li> <li>Describe similarities and differences between some regions in North and South America and make comparisons with the United Kingdom.</li> </ul>	<p><b><u>Locational knowledge and Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Locate some of the UK's major urban areas (London, Glasgow, Liverpool, Sheffield, Manchester and Newcastle and describe some of their features <i>(children looked at famous London landmarks in Year 2, identified some of the main features of urban areas in Year 3 and recapped on common features of urban areas in Year 4).</i></li> <li>Compare maps of the urban areas from pre-industrial revolution, during the Victorian period and now to see how they have changed over time. <i>(Link with History).</i></li> <li>Look at how the population of the UK has changed and why this is the case. <i>(Link to the Y4 text 'The boy at the back of the class' by Onjali Rauf).</i></li> <li>Look at the changing population in Stevenage.</li> </ul>
Skills	Skills	Skills
<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use a globe, map and atlas to locate tropical, temperate and polar climate zones.</li> <li>Use symbols and a key to show the different climate zones on a world map.</li> <li>Use digital maps to investigate features of an area.</li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use a map and atlas to locate countries and capital cities in North and South America. (See list above)</li> <li>Use the eight points of a compass, four-figure and six-figure grid references when locating countries and capital cities on a map.</li> <li>Use digital maps to investigate features of an area.</li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use physical and political maps to describe the key physical and human features of some regions of the UK.</li> <li>Use thematic maps of the UK to make comparisons between the population levels in different areas.</li> <li>Carry out fieldwork in London, identifying the key physical and human features.</li> </ul>

# Geography at Lodge Farm

## Year 6

*Links with other terms, year groups and curriculum areas (prior and future learning).*

**Key vocabulary to be embedded in teaching and learning.**

Ongoing- Children need to be clear about what an atlas is used for and how to use a key.

Children need to understand that we are part of Europe but are no longer part of the European Union.

Autumn	Spring	Summer
Knowledge	Knowledge	Knowledge
<p><b><u>Locational knowledge and Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Describe the key physical and human features and environmental regions of North America.</li> <li><i>(Following on from spring term work in Year 5)</i>, know information about a specific country of North America- Mexico-its physical environment (including mountains- <i>link back to Year 4</i>), climate, seasons and vegetation, weather and the effect of hurricanes <i>(linked to work on natural disasters in Year 4)</i>.</li> <li>Know about the types of industry and trade links that take place in the region.</li> </ul> <p><b><u>Place knowledge and Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Make comparisons between Mexico and what we have learnt about the UK: population, climate, weather, land use, trade and industry.</li> </ul>	<p><b><u>Human and physical geography</u></b></p> <ul style="list-style-type: none"> <li>Understand how climate and vegetation are connected in biomes, e.g. forest, desert, grassland, tundra etc.</li> <li>Explain some ways biomes (including the oceans) are important, why they are under threat and how they can be protected.</li> <li>Understand how food production is influenced by the climate and recognise that the products we use are imported as well as locally produced.</li> </ul>	<p><i>(Summer term to be used for revision to help consolidate prior learning, so that children are ready to move on to KS3).</i></p> <p><b><u>Locational knowledge</u></b></p> <ul style="list-style-type: none"> <li>Use a quiz or similar for afl to check that children can still locate countries and their capital cities from North and South America on a map, <i>as studied in Year 5. (See Year 5 overview)</i>. Can they also still locate European countries and their cities, <i>as studied in Year 3? (See Year 3 overview)</i>.</li> <li>Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude, longitude, Northern/Southern hemispheres, Arctic and Antarctic Circle, Prime/Greenwich Meridian and different time zones and understand the significance of where countries are located. <i>(Link back to work in Year 4)</i>.</li> </ul>
Skills	Skills	Skills
<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use physical and political maps to describe the key physical and human characteristics of some regions of North America.</li> <li>Use thematic maps of regions of North America for specific purposes, e.g. to make comparisons with population levels.</li> <li>Make sketch maps of areas using symbols, a key and a scale.</li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use globes, atlases or digital mapping to identify examples of different biomes.</li> <li>Plan and carry out fieldwork to investigate where our food and other familiar products originate from.</li> </ul>	<p><b><u>Geographical skills and fieldwork</u></b></p> <ul style="list-style-type: none"> <li>Use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, latitude, longitude, Northern/ Southern hemispheres, Arctic and Antarctic Circle, Prime/ Greenwich Meridian and different time zones.</li> <li>Use eight points of a compass and four-figure and six-figure grid references when locating countries, cities and regions.</li> </ul>