



## CHURCH LANGTON CE PRIMARY SCHOOL: GEOGRAPHY CURRICULUM MAP

Year 1				
Topic	Continents and Oceans / Countries and Capital Cities of the United Kingdom (6 lessons)	Hot and Cold Locations (6 lessons)	Mapping and Fieldwork (Local Study) (4 lessons)	Revisit: Continents and Oceans / Countries and Capital Cities of the United Kingdom (3 lessons)
Substantive Concepts	Locational Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork	Locational Knowledge
Previous Learning	ELG: People, Culture and Communities ELG: The Natural World	ELG: People, Culture and Communities ELG: The Natural World Y1 Geography: Introduce UK countries, capital cities, continents and oceans	ELG: People, Culture and Communities ELG: The Natural World Y1 Geography: Introduce UK countries, capital cities, continents and oceans Y1 Geography: Hot and cold locations	ELG: People, Culture and Communities ELG: The Natural World Y1 Geography: Introduce UK countries, capital cities, continents and oceans Y1 Geography: Hot and cold locations Y1 Geography: Mapping and fieldwork
National Curriculum Objectives/ Other Content	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents and five oceans</li> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>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.</li> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	See Continents and Oceans / Countries and Capital Cities of the United Kingdom
Learning Questions	1. What are the 7 continents of the world? Where will we find them? 2. What are the 5 oceans of the world? Where will we find them?	1. Remember – name and find the 7 continents and 5 oceans of the world 2. Where is the equator?	1. What is a map? 2. How do I make an imaginary map? (We're going on a bear hunt)	1. Where are the 7 continents of the world? Locate and describe them. What are the 5 oceans of the world? Locate and describe them.



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	<p>3. What are the 7 continents and 5 oceans of the world? Where are they?          4. What are the four countries of the United Kingdom? Where will we find them?          5. What are the capital cities of the four countries of the United Kingdom? Where will we find them?          6. What seas surround the United Kingdom? Remember countries and capital cities. Retrieve continents and oceans</p>	<p>3. Where is hot and where is cold on the Earth?          4. Where are the North and South Poles? What are they like?          5. Where can I find hot countries? What are they like?          6. Summary – where are hot and cold areas of the world?</p>	<p>3. How do you show what a place is like? (The Storm Whale)          4. How do I make a real map?</p>	<p>2. Where are the 4 countries and capital cities of the United Kingdom? Locate and describe them.          3. Where are the seas and oceans that surround the United Kingdom? Locate and describe them.</p>			
<p>Key Vocabulary          Tier 2 / Tier 3</p>	<p>vast          azure          rotated          expanse</p>	<p>ocean          continent          polar          atlas</p>	<p>location          moist          misty          scorched          freezing          tropical</p>	<p>continent          ocean          polar          equator          temperature          compass</p>	<p>built          human          imaginary          natural          place          space</p>	<p>aerial          connected          environment feature          fieldwork          location</p>	<p>See Continents and Oceans / Countries and Capital Cities of the United Kingdom</p>



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Year 2				
Topic	Study Human and Physical Geography in the Local Area (3 lessons)	Compare a small part of the UK to a non-European location – London and Nairobi (6 lessons)	Fieldwork and map skills (6 lessons)	Compare a different non-European location to our locality - Amazon Rainforest (6 lessons)
Substantive Concepts	Human and Physical Geography	Place Knowledge	Geographical Skills and Fieldwork	Place Knowledge
Previous Learning	ELG: People, Culture and Communities ELG: The Natural World Y1 Geography: Continents and oceans of the world / UK countries, capital cities and seas Y1 Geography: Hot and cold climates, including the equator Y1 Geography: Mapping and field work	Y1 Geography: Continents and oceans of the world / UK countries, capital cities and seas Y1 Geography: Hot and cold climates, including the equator Y1 Geography: Map and fieldwork Y2 Geography: Local fieldwork study	Y1 Geography: Continents and oceans of the world / UK countries, capital cities and seas Y1 Geography: Hot and cold climates, including the equator Y2 Geography: Comparison study of small area and non-European location	Y1 Geography: Continents and oceans of the world / UK countries, capital cities and seas Y1 Geography: Hot and cold climates, including the equator Y2 Geography: Local fieldwork study
National Curriculum Objectives/ Other Content	<p><b>Geographical Skills and Fieldwork:</b></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, continents and oceans studied at this key stage</li> <li>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</li> <li>Use aerial photographs and plan perspectives to recognise landmarks and basic human and</li> </ul>	<p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United</li> </ul>	<p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>



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	<p>physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>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</li> </ul>		<p>Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul> <p>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</p>	
<p>Learning Questions</p>	<ol style="list-style-type: none"> <li>1. What are human features?</li> <li>2. What are physical features?</li> <li>3. What features does our local area have?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where is London and what is it like?</li> <li>2. Where is the country of Kenya?</li> <li>3. What are the physical and human features of Kenya?</li> <li>4. Where is Nairobi and what is it like?</li> <li>5. How are London and Nairobi similar or different?</li> <li>6. Structured Assessment Task: What do we know and remember about London and Nairobi? (Enrichment)</li> </ol>	<ol style="list-style-type: none"> <li>1. How do we describe places?</li> <li>2. What physical features does this place have?</li> <li>3. What human features does this place have?</li> <li>4. Map keys: how can we show what a place is like?</li> <li>5. Sketch map: how can we show what a place is like?</li> <li>6. How does the scale of map tell us what the area around our school is like?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where are the rainforests? What are they like?</li> <li>2. How do the Yanomami people live?</li> <li>3. What is different about my location and the Yanomami?</li> </ol>



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Key Vocabulary Tier 2 / Tier 3	increase decrease align symbol observe sketch	aerial scale cardinal point valley port vegetation	urban sprawling contrast horizon inspiring breath-taking striking cityscape majestic spectacular colossal scenic	landmark country capital climate feature savanna	increase decrease align symbol observe sketch	aerial scale cardinal point valley port vegetation	remote isolated thrive magnificent <b>+Autumn 2 vocab?</b>	Stone Age indigenous sustainable eco-system
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Year 3				
Topic	Fieldwork (3 lessons)	UK Study (6 lessons)	Revisit human and physical features (IF REQUIRED) (3 lessons)	OS Maps and Scale (4 lessons)
Substantive Concepts	Human and Physical Geography	Locational Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Previous Learning	<p>Y1 Geography: Name and locate continents, oceans / U.K. countries, capital cities and seas</p> <p>Y1 Geography: Hot and cold places</p> <p>Y1 Geography: Mapping and fieldwork</p> <p>Y2 Geography: U.K. and non-European location study</p> <p>Y2 Geography: Local area fieldwork and map skills</p> <p>Y2 Geography: U.K. and Amazon comparison study</p>	<p>Y1 Geography: UK countries and capital cities</p> <p>Y1 Geography: Hot and cold location</p> <p>Y1/Y2 Geography: Compass field skills</p>	<p>Y1 Geography: Hot and cold locations</p> <p>Y1 Geography: Mapping and fieldwork</p> <p>Y2 Geography: Local Area Study</p> <p>Y2 Geography: Fieldwork</p> <p>Y3 Geography: Fieldwork</p> <p>Y3 Geography: UK Study</p>	<p>Y2 Geography: Fieldwork and map skills (compass)</p> <p>Y3 Geography: Fieldwork and map skills</p> <p>Y3 Geography: UK Study</p> <p>Y3 Geography: Revisit human and physical features</p>
National Curriculum Objectives/ Other Content	<p><b>Human and physical geography – describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Human and physical geography – describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>



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	<p>resources including energy, food, minerals and water</p> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• 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</li> </ul>			<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• Use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul> <p>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</p>
<p>Learning Questions</p>	<ol style="list-style-type: none"> <li>1. What are the 8 points on the compass?</li> <li>2. Where are the physical and human features located in this place?</li> <li>3. What physical features can you identify in the U.K?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the regions of England?</li> <li>2. What are the cities and counties of the UK?</li> <li>3. What are the physical and human landmarks of England and Scotland?</li> <li>4. What are the physical and human landmarks of Wales and Northern Ireland?</li> <li>5. What are the topological patterns of the UK? What can I see here?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are the countries and capital cities of the United Kingdom?</li> <li>2. What are the human and physical features of Scotland and England?</li> <li>3. What are the human and physical features of Wales and Northern Ireland?</li> </ol>	<ol style="list-style-type: none"> <li>1. What is an Ordnance Survey (OS) map?</li> <li>2. How does scale change the way we describe a place?</li> <li>3. What's the area like just beyond the school?</li> <li>4. What's the area like beyond our region?</li> </ol>



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			6. Summarise, present and explain regions, counties, cities and landmarks of the UK.					
Key Vocabulary Tier 2 / Tier 3	compass direction north east south west north-east south-east north-west south-west	cardinal intercardinal	extensive sophisticated settlement terrain wilderness barren	topography landmarks region country scale contour line	extensive sophisticated settlement terrain wilderness barren	topography landmarks region country scale contour line	area cardinal historical landscape measuring solar	geographical key ordnance scale survey sustainable



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Year 4				
Topic	Rivers (3 lessons)	Longitude and Latitude (7 lessons)	The Water Cycle (3 lessons)	Map Skills – Environmental Regions (6 lessons)
Substantive Concepts	Human and Physical Geography Place Knowledge	Locational Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Previous Learning	Y2 Geography: Human and physical features Y2 Geography: Fieldwork skills Y2 Geography: Compare small part of UK and a small part of a non-European region Y3 Geography: Human and physical features Y3 Geography: UK Study Y3 Geography: OS maps and scale	Y3 Geography: Introduce and revisit UK Study Y3 Geography: Human and Physical features Y3 Geography: OS map skills and fieldwork Y4 Geography: Rivers	Y3 Science: Plants Y4 Geography: Rivers Y4 Geography: Latitude and longitude	Y3 Geography: Introduce and revisit UK Study Y4 Geography: Rivers Y4 Geography: Latitude and longitude Y4 Geography: Water cycle
National Curriculum Objectives/ Other Content	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p><b>Human and physical geography</b> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass (including the use of Ordnance Survey maps) to</li> </ul>



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		<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>	<p>methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p>build their knowledge of the United Kingdom and the wider world</p>
<p>Learning Questions</p>	<ol style="list-style-type: none"> <li>1. What are the features of a river?</li> <li>2. What are the features of a river?</li> <li>3. What's our local river? What features can we see? Where did it come from and where does it flow?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are lines of latitude?</li> <li>2. What are lines of longitude?</li> <li>3. How do lines of latitude and longitude tell us what the location is like?</li> <li>4. How can you find exact locations around the world?</li> <li>5. What are time zones and how do they affect us?</li> <li>6. How does day and night occur?</li> <li>7. Optional if required – locate Greece and Egypt using geographical skills</li> </ol>	<ol style="list-style-type: none"> <li>1. What is the water cycle?</li> <li>2. How does the water cycle work?</li> <li>3. What affects the water cycle?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are environmental regions?</li> <li>2. Europe: what are the major environmental regions?</li> <li>3. Russia: what are the major environmental regions?</li> <li>4. North America: what are the major environmental regions?</li> <li>5. South America: what are the major environmental regions?</li> <li>6. Structured assessment task: Apply and show what you know.</li> </ol>



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Key Vocabulary Tier 2 / Tier 3	raging tumble cascading precipice iconic turbulent	rivulet estuary flood plain tributary confluence channel	co-ordinate parallel determine circumnavigate constitutes straddle	latitude longitude horizontal vertical meridian equator	infiltrate sequence reoccurring (recurring) pollution consequence permeate	ground water precipitation condensation transpiration percolation evaporation	arid bountiful locality major rapid vibrant	biome climate environmental equatorial Mediterranean tropic
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Year 5				
Topic	World countries – biomes and environmental regions (6 lessons)	Map Skills: 4 and 6 figure grid references (3 lessons)	Revisit World countries – biomes and environmental regions (If required) (3 lessons)	OS Maps and fieldwork (6 lessons)
Substantive Concepts	Human and Physical Geography	Geographical Skills and Fieldwork	Human and Physical Geography	Geographical Skills and Fieldwork
Previous Learning	Y3 Geography: Human and physical study Y3 Geography: UK Study Y3 Geography: OS maps and skills Y4 Geography: Latitude and longitude Y4 Geography: Rivers Y4 Geography: Water cycle Y4 Geography: Map skills using environmental regions	Y4 Geography: River study Y4 Geography: Latitude and longitude Y4 Geography: Water cycle Y4 Geography: Map skills Y5 Geography: Biomes	See Autumn 1	Y4 Geography: River study Y4 Geography: Latitude and longitude Y4 Geography: Water cycle Y4 Geography: Map skills Y5 Geography: Biomes Y5 Geography: Map skills
National Curriculum Objectives / Other Content	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes</li> </ul>	<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>identify the position and significance of <b>latitude, longitude</b>, 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)</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to</li> </ul>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>



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	<p>and earthquakes, and the water cycle</p> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>	<p>locate countries and describe features studied</p> <ul style="list-style-type: none"> <li>• use the eight points of a compass, <b>four and six-figure grid references</b>, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• 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.</li> </ul>		
<p>Learning Questions</p>	<p>1. Where would you find some of the major countries of the world? Remember continents, lines of latitude, longitude, and the Equator</p> <p>2. Where would you find some of the major cities of the world? Remember</p>	<p>1. Why do we need latitude and longitude?</p> <p>2. What are 4 and 6 figure grid references and how do we use them?</p> <p>3. How can I precisely describe locations, landmarks and places as a geographer?</p>	<p>1. Where would you find some of the major countries of the world and their capital cities?</p> <p>2. What are the different biomes around the world?</p> <p>3. Compare and contrast: use what you know about the physical features that define Europe, North and South America.</p>	<p>1. Remember: what are OS maps and how do we use them?</p> <p>2. What are four and six figure grid references?</p> <p>3. What are contour lines?</p> <p>4. What does the land look in my local area?</p>



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	continents, lines of latitude, longitude, and the Equator 3. What is a biome? (environmental region) 4. How do biomes change across the world? 5. What are the human characteristics that define Europe, North and South America? 6. What are physical characteristics that define Europe, North and South America? <i>Lesson 5 and 6 can be combined if appropriate</i>				5. What is the land like in a contrasting locality? 6. Structured Explanative Assessment Task.			
Key Vocabulary Tier 2 / Tier 3	arid fertile densely exceptional craggy scenery	continent latitudes longitude equator hemisphere biome	horizontal vertical parallel arctic Antarctic	equator Tropic of Cancer Tropic of Capricorn poles meridian line	arid fertile densely exceptional craggy scenery	continent latitudes longitude equator hemisphere biome	contrast intersect slope solar farm turbine undulating	coordinates contour line eastings northings plateau terrain



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Year 6				
Topic	Physical processes – earthquakes, mountains and volcanoes (6 lessons)	Settlements, land use and economic activity (3 lessons)	UK, Europe and North America comparison study (6 lessons)	OS Maps and fieldwork (orienteering) (6 lessons)
Substantive Concepts	Human and Physical Geography	Human and Physical Geography Place Knowledge	Place Knowledge	Geographical Skills and Fieldwork
Previous Learning	Y4 Geography: Rivers Y4 Geography: Latitude and longitude Y4 Geography: Water cycle Y4 Geography: Map skills – environmental regions Y5 Geography: Climate zones and biomes Y5 Geography: 4 and 6 figure grid references Y5 Geography: OS maps and fieldwork	Y5 Geography: Climate zones and biomes Y6 Geography: Mountains, earthquakes and volcanoes	Y4 Geography: Rivers Y4 Geography: Latitude and longitude Y4 Geography: Water cycle Y4 Geography: Map skills – environmental regions Y5 Geography: Climate zones and biomes Y5 Geography: 4 and 6 figure grid references Y5 Geography: OS map and fieldwork	Y5 Geography: 4 and 6 figure grid references Y5 Geography: OS map and fieldwork Y6 Geography: Comparison study Y6 Geography: Physical processes Y6 Geography: Settlements
National Curriculum Objectives / Other Content	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of</li> </ul>	<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to</li> </ul>	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>



CHURCH LANGTON CE PRIMARY SCHOOL: GEOGRAPHY CURRICULUM MAP

	<p>Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>build their knowledge of the United Kingdom and the wider world</p> <ul style="list-style-type: none"> <li>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.</li> </ul>						
Learning Questions	<ol style="list-style-type: none"> <li>1. What makes up the layers of planet Earth?</li> <li>2. What are tectonic plates and where do you find them?</li> <li>3. How do tectonic plates move and what happens?</li> <li>4. What causes an earthquake and what's the effect?</li> <li>5. How are mountains formed?</li> <li>6. How do volcanoes work?</li> </ol>	<ol style="list-style-type: none"> <li>1. What are settlements and where are they found?</li> <li>2. Do settlements have a pattern?</li> <li>3. Do people, their movement and economic activity have patterns?</li> </ol>	<ol style="list-style-type: none"> <li>1. Where is the Lake District and what is it like?</li> <li>2. How was the Lake District formed?</li> <li>3. Poland: where can you find the Tatra mountains?</li> <li>4. What are the Tatra mountains like?</li> <li>5. The Caribbean and Jamaica: what do we know? What's the terrain like?</li> <li>6. What is similar and what is different between the Lake District, Tatra mountains and the Caribbean?</li> </ol>	<ol style="list-style-type: none"> <li>1. Remember: what are 4 and 6 figure grid references? How do we use them?</li> <li>2. What is orienteering? How do I orientate a map?</li> <li>3. How do I navigate a simple indoor course using controls?</li> <li>4. How do I navigate a simple outdoor course using controls?</li> <li>5. Matala: how do I navigate multiple outdoor courses using controls?</li> <li>6. How do I plan and set up an orienteering course?</li> </ol>				
Key Vocabulary Tier 2 / Tier 3	<p>viscous churning buckle disaster devastation magnitude</p>	<p>epicentre fissure dormant magma molten mantle</p>	<p>location resource distribute employ production consumption</p>	<p>trade economy navigable lowland migrant refugee</p>	<p>equivalent contrast erosion inhospitable moderately prosper</p>	<p>orogeny glaciation temperate tectonic summit altitude</p>	<p>aerial appreciate coniferous distinctive participant randomised</p>	<p>checkpoint control legend navigate orienteering</p>