

| | Autumn Term I | Autumn Term II | Summer Term I | Summer Term II | |
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| Class 4 (Years 5 & 6) | <p>Maps to find where food is grown</p> <ul style="list-style-type: none"> Know the locations of countries studied, the major physical features, the major settlements and range of land use. Know the different climatic conditions in different biomes around the world. Know that climate change is interrupting the natural balance, creating areas with higher or lower rainfall. Know different locations around the world where food is grown and the journeys to UK. | <p>A Maps to locate [Viking] settlements and travels</p> <ul style="list-style-type: none"> Know the names and locations of modern European countries, focussing on those associated with the historic travel of the Vikings from Scandinavia through northern Europe to the UK. Know the modern major cities and major features such as the mountains and glaciers of Norway, the lower Rhine. Know the capital cities and major settlements of northern Europe and Scandinavia in reference to routes travelled by Vikings. Know some of the similarities and differences between local villages and Winchester, a small city and the physical and human features. | <p>Maps to find Greece & physical features</p> <ul style="list-style-type: none"> Know the landscape, climatic and coastal features around Athens, Greece, and make comparisons to regions in the UK Know the human geography of Athens, Greece and contrast similarities and differences to that around Winchester, Southampton and Portsmouth. | <p>Maps and climate for where animals live</p> <ul style="list-style-type: none"> Know imaginary lines of latitude, relative to poles and equator can be used to map biomes, such as the tropics and arctic/ Antarctic circles. Know the different climatic conditions in different biomes around the world. Know that climate change is interrupting the natural balance, creating areas with higher or lower rainfall. | <p>Multi-Cultural Week (Pakistan)</p> <ul style="list-style-type: none"> Know the locations of countries studied, the major physical features, the major settlements and range of land use. |
| | mapping | mapping, direction | mapping, direction | mapping | mapping |
| | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to accurately locate countries and describe features | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to accurately locate countries and describe features Understand what makes an effective symbol and use within their own maps <p><i>Development point for Autumn 2023, incorporate field work study around Winchester:</i></p> <ul style="list-style-type: none"> Use field work to observe, measure and record the physical and human features of a place and present findings using graphs, sketch maps, plans and digital technologies. | <ul style="list-style-type: none"> Understand OS maps and symbols (UK & world) and use to build knowledge about the UK and the world. Understand 6 figure grid references (UK & world) Understand OS maps and symbols (UK & world) and use to build knowledge about the UK and the world. | <ul style="list-style-type: none"> Understand what makes an effective symbol and use within their own maps | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to accurately locate countries and describe features Understand OS maps and symbols (UK & world) and use to build knowledge about the UK and the world. |
| Autumn Term I | Autumn II | Summer Term I | Summer Term II | | |
| Class 3 (Years 3 & 4) | <p>Rock use in buildings in local area</p> <ul style="list-style-type: none"> Know how the settlement of Upham has changed over time and the local land use. Know the variety of buildings used for settlement around Upham. | <p>Let there be light – Time zones around world, latitude. GMT</p> <ul style="list-style-type: none"> Know that imaginary lines of longitude are used to show different time zones, relative to GMT running through London. | <p>Egypt</p> <ul style="list-style-type: none"> Locate Egypt and know key modern settlements are aligned with the location of the Nile Know some ways in which humans have had an impact along the Nile in modern Egypt Identify patterns for settlement in Egypt relative to the Nile and desert | <p>Upham – Maps of local area, field work</p> <ul style="list-style-type: none"> Understand changes over time to settlements with reference to common needs Know the variety of buildings used for settlement around Upham. Know how land use varies around Upham. Know how the settlement of Upham has changed over time and the local land use. | <p>Multi-Cultural Week (Thailand)</p> <ul style="list-style-type: none"> Know the locations of countries studied, some of the major physical features, the major settlements, such as capital and significant land use. |
| | field work | mapping, | mapping | Mapping, directions, field work | mapping |
| | <ul style="list-style-type: none"> Devise sketch maps and plans to show relationships of places and features with indications of land use/ type Understand 8 points of compass (UK & world) | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to locate studied countries and describe features Understand 8 points of compass (UK & world) | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to locate studied countries and describe features Understand map keys and use to find out additional information for the UK and world Devise sketch maps and plans to show relationships of places and features with indications of land use/ type | <ul style="list-style-type: none"> Understand map keys (including OS) and use to find out additional information for the UK and world Devise sketch maps and plans to show relationships of places and features with indications of land use/ type Understand 4 figure grid references (UK & world) Understand OS maps and symbols (UK & world) | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to locate studied countries and describe features Understand map keys (including OS) and use to find out additional information for the UK and world Understand 8 points of compass (UK & world) |
| Spring I | Spring Term II | Summer Term II | | | |
| Class 2 (Years 1 & 2) | <p>London, Southampton</p> <ul style="list-style-type: none"> Know the names of key places in the UK beyond their immediate environment – London, Southampton, Winchester, Portsmouth, Birmingham, Manchester Know the names and locations of London, Cardiff, Edinburgh, Belfast (capital cities of countries of the UK). Know characteristics of the 4 countries of the UK & surrounding seas demonstrating knowledge by using language such as: city, village, sea, beach, river, mountain Know some of the differences and similarities between our local city of Southampton to London Know some of the features of our local village surrounding through field work. | <p>Continents Oceans Weather</p> <ul style="list-style-type: none"> Know the name and location of 7 continents & 5 oceans Know characteristics of the 4 countries of the UK & surrounding seas demonstrating knowledge by using language such as: city, village, sea, beach, river, mountain | <p>Field Work Maps (inc. rainforests)</p> <ul style="list-style-type: none"> Know some of the differences and similarities between our local city of Southampton to London Know some of the features of our local village surrounding through field work. Know the names of hot and cold areas of the world (as explored in Snail and the Whale) in relation to the equator and poles. Know that Rainforests occur in warm places towards and around the equator | <p>Multi-Cultural Week (China)</p> <ul style="list-style-type: none"> Know the name and location of 7 continents & 5 oceans Understand features of settlement and land use through language of city, weather, farming, river, desert Know the names of hot and cold areas of the world ... in relation to the equator and poles. | |
| | mapping | mapping, directions | mapping, field work | mapping | |

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| | <ul style="list-style-type: none"> Use world maps, atlases and globes to locate UK and countries Find landmarks and human/ physical features on aerial images and plans Identify features of the surrounding area (road, farmland, village houses, church, rec) | <ul style="list-style-type: none"> Use world maps, atlases and globes to locate countries, continents and oceans studied Find landmarks and human/ physical features on aerial images and plans Devise simple maps with basic key symbols Use compass directions north, south east west to describe directions and routes Use near, far, left, right to describe directions and routes | <ul style="list-style-type: none"> Use world maps, atlases and globes to locate UK and countries Use near, far, left, right to describe directions and routes Observe and study the school grounds Identify features of the surrounding area (road, farmland, village houses, church, rec) Describe nearby villages where many of us live that you drive from (Fair Oak & Bishops Waltham) | <ul style="list-style-type: none"> Use world maps, atlases and globes to locate countries, continents and oceans studied |
| | Autumn Term | Spring Term | Summer Term | |
| Class 1 | <p>Explore other counties – landscapes and lives of people, through stories, role play & videos. Walks around school to identify new places</p> <p>Autumn walk around village looking for different places eg church, pond, school and seasonal features.</p> <ul style="list-style-type: none"> Make simple maps and representations (such as models with objects) to show familiar places. Recognise maps as representations of places Describe a route to get from one place in school to another eg classroom to HT office Explore the natural environment and describe what they see, hear and feel – relate to seasons. | <p>Spring walk around village looking for different places eg church, pond, school and seasonal features. Explore other counties – landscapes and lives of people, through stories, role play & videos. Explore different forms of transport to travel near and far.</p> <ul style="list-style-type: none"> Make simple maps and representations (such as models with objects) to show familiar places. Recognise maps as representations of places Describe a route to get from one place in school to another eg classroom to HT office Explore the natural environment and describe what they see, hear and feel – relate to seasons. | <p>Explore other counties – landscapes and lives of people, through stories, role play & videos. Summer walk around village looking for different places eg church, pond, school and seasonal features. Local walk around Bishop’s Waltham – seasonal features, similar/different to Upham, human features (shop, library, church, ruins, bus stop).</p> <p>Early Learning Goal for People, Culture & Communities:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>Early Learning Goal for Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p>Multi-Cultural Week (New Zealand)</p> <ul style="list-style-type: none"> Make simple maps and representations (such as models with objects) to show familiar places. Recognise maps as representations of places Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. |

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| Overview of Geography Curriculum | Year A 22/23 |
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| | Autumn Term I | Spring Term I | Summer Term I | Summer Term II | |
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| Class 4 (Years 5 & 6) | Biomes Human geography in Brazil, Amazon | M Locating Mayan settlements (Central America) | Crime and punishment in different countries | Where fossils have been discovered . Continental drift | Multi-Cultural Week (Ethiopia) |
| | <ul style="list-style-type: none"> Know the location of Brazil, the locations of major cities relative to the expanse of the rainforest tropics and Amazon basin. Know the location of the Andes, linking to the Rockies across the continents, as a source of the water in the Amazon. Know imaginary lines of latitude, relative to poles and equator can be used to map biomes, such as the tropics and arctic/ Antarctic circles. Use lines of latitude and longitude to interpret variety of time zones and biomes across N and S America Know some of the physical characteristics of Rio De Janeiro and how humans have settled around the city, coast and mountains. Understand the variety of settlement types around Rio De Janeiro and why favelas exist Know the different climatic conditions in different biomes around the world. Know that the Amazon rainforest straddles the equator between the Tropics and this vegetation belt continues around the globe. Know the economic variety across Rio from beach-side developments to the Favelas Understand the complex pressures for the Amazon rainforest, where human economic needs to extract minerals, clear land for farming and transport and logging are in opposition to climatic and environmental needs. | <ul style="list-style-type: none"> Know the locations of Central American countries (particular focus Mexico, Guatemala & Belize and the Yucatan region), major cities and features. Use lines of latitude and longitude to interpret variety of time zones and biomes across N and S America Know the general physical features of Central America where the modern countries of Mexico, Guatemala & Belize are located and the major settlements. | <ul style="list-style-type: none"> Know the locations of countries studied, the major physical features, the major settlements and range of land use. | <ul style="list-style-type: none"> Know the unique geological features of the ‘Jurassic coast’ where rocks of different ages are exposed in layers along the south coast (particularly Dorset) – begin to understand geologic change. Identify changes in land use across the south coast counties over time, including more modern uses such as off-shore wind farms. Know that the continents move, slowly over time and volcanoes/ earthquakes often occur at the joins between continental plates. | <ul style="list-style-type: none"> Know the locations of countries studied, the major physical features, the major settlements and range of land use. |
| | mapping | mapping | mapping | mapping, direction | mapping |
| <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to accurately locate countries and describe features Understand what makes an effective symbol and use within their own maps | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to accurately locate countries and describe features Understand what makes an effective symbol and use within their own maps Understand OS maps and symbols (UK & world) and use to build knowledge about the UK and the world. | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to accurately locate countries and describe features | <ul style="list-style-type: none"> Understand what makes an effective symbol and use within their own maps Understand 6 figure grid references (UK & world) Understand OS maps and symbols (UK & world) and use to build knowledge about the UK and the world. | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to accurately locate countries and describe features Understand OS maps and symbols (UK & world) and use to build knowledge about the UK and the world. | |
| | Autumn Term II | Spring Term I | Spring II | Summer Term II | |

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| Class 3 (Years 3 & 4) | Rivers, Mountains | | Europe (Romans) | Fairtrade Chocolate & Ghana | Physical and human features of coastal area (Lepe) and filed work trip | Multi-Cultural Week (Ghana) |
| | <ul style="list-style-type: none"> Locate major rivers and mountains across countries and counties of UK and the position of major settlements relative to these and coastlines. Understand changes over time to settlements with reference to common needs eg location of Southampton since Vikings as a safe port and crossing point of the Itchen. Know the major mountain chains around the world (Alps, Rockies, Andes, Himalaya) and how these all source major rivers. Know that earthquakes happen all over the world but are concentrated in certain places and can form underwater to create tsunamis. Know that volcanoes can be active, dormant or extinct Know that the water cycle drives weather around the world and the rainfall created feeds all the rivers which in turn empty into the sea. | | <ul style="list-style-type: none"> Know names of modern European countries (France, Italy, Germany, Spain, Greece) and the major cities and physical feature eg rivers, Alps. Understand human and physical geographic vocabulary to compare Southampton/ Winchester and surroundings with Rome and surroundings. Know the locations of countries studied, some of the major physical features, the major settlements, such as capital and significant land use. | <ul style="list-style-type: none"> Know the impact of farming in the tropics on the natural world and also local people through exploration of Fairtrade Cocoa in Ghana Understand how consumers in the UK shape global economic activity which affects farmers of cocoa in Ghana and elsewhere Know the locations of countries studied, some of the major physical features, the major settlements, such as capital and significant land use. | <ul style="list-style-type: none"> Know how humans use the Coastal area around Lepe (Hampshire coast) with focus on the village. Know the differences and similarities between Upham village and Lepe. Know the major mountainous regions and rivers across the UK. | <ul style="list-style-type: none"> Know the locations of countries studied, some of the major physical features, the major settlements, such as capital and significant land use. |
| | Mapping, direction | | mapping | mapping | Directions, field work, direction | mapping |
| <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to locate studied countries and describe features Understand map keys (including OS) and use to find out additional information for the UK and world Understand 4 figure grid references (UK & world) Understand OS maps and symbols (UK & world) | | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to locate studied countries and describe features Understand map keys (including OS) and use to find out additional information for the UK and world Understand 4 figure grid references (UK & world) | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to locate studied countries and describe features | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to locate studied countries and describe features Understand map keys (including OS) and use to find out additional information for the UK and world Devise sketch maps and plans to show relationships of places and features with indications of land use/ type Understand 8 points of compass (UK & world) Understand 4 figure grid references (UK & world) Understand OS maps and symbols (UK & world) | <ul style="list-style-type: none"> Use maps, atlases, globes, digital mapping to locate studied countries and describe features Understand map keys (including OS) and use to find out additional information for the UK and world Understand 8 points of compass (UK & world) | |
| Autumn Term I | | Spring Term II | | Summer Term II | | |
| Class 2 (Years 1 & 2) | Marvellous me | | Continents oceans world maps climate (It's a small world) | | Explorers continents, oceans, weather climate | Multi-Cultural Week (Cuba) |
| | <ul style="list-style-type: none"> Know the names of key places in the UK beyond their immediate environment – London, Southampton, Winchester, Portsmouth, Birmingham, Manchester Know the names and locations of London, Cardiff, Edinburgh, Belfast (capital cities of countries of the UK). | | <ul style="list-style-type: none"> Know the name and location of 7 continents & 5 oceans Know characteristics of the 4 countries of the UK & surrounding seas demonstrating knowledge by using language such as: city, village, sea, beach, river, mountain Know some of the ways in which Kenya & Antarctica contrast with UK Understand features of settlement and land use through language of city, weather, farming, river, desert | | <ul style="list-style-type: none"> Know the name and location of 7 continents & 5 oceans Know the names of key places in the UK beyond their immediate environment – London, Southampton, Winchester, Portsmouth, Birmingham, Manchester Know characteristics of the 4 countries of the UK & surrounding seas demonstrating knowledge by using language such as: city, village, sea, beach, river, mountain Know how weather patterns change with the seasons in our local area and contrast to other areas of the UK. | <ul style="list-style-type: none"> Know the name and location of 7 continents & 5 oceans Understand features of settlement and land use through language of city, weather, farming, river, desert Know the names of hot and cold areas of the world ... in relation to the equator and poles. |
| | mapping, fieldwork | | mapping, directions | | mapping, directions | mapping |
| <ul style="list-style-type: none"> Use world maps, atlases and globes to locate UK and countries Find landmarks and human/ physical features on aerial images and plans Devise simple maps with basic key symbols Observe and study the school grounds Identify features of the surrounding area (road, farmland, village houses, church, rec) Describe nearby villages where many of us live that you drive from (Fair Oak & Bishops Waltham) | | <ul style="list-style-type: none"> Use world maps, atlases and globes to locate countries, continents and oceans studied Use compass directions north, south east west to describe directions and routes Use near, far, left, right to describe directions and routes | | <ul style="list-style-type: none"> Use world maps, atlases and globes to locate countries, continents and oceans studied Devise simple maps with basic key symbols Use compass directions north, south east west to describe directions and routes | <ul style="list-style-type: none"> Use world maps, atlases and globes to locate countries, continents and oceans studied | |

Overview of Progression Within Upham CE Primary School Geography Curriculum

| | Geographical Aspect | Foundations in Year R within EYFS | KS1 | Lower KS2 | Upper KS2 | | | | |
|---|---|---|--|---|--|---|---|--|--|
| Geographical Knowledge | Locational Knowledge | <p>Early Learning Goal for People, Culture & Communities:</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps; | <ul style="list-style-type: none"> Know the name and location of 7 continents & 5 oceans Know the names of key places in the UK beyond their immediate environment – London, Southampton, Winchester, Portsmouth, Birmingham, Manchester Know the names and locations of London, Cardiff, Edinburgh, Belfast (capital cities of countries of the UK). Know characteristics of the 4 countries of the UK & surrounding seas demonstrating knowledge by using language such as: city, village, sea, beach, river, mountain | Locate Worlds countries, focus on Europe; physical and human, major cities | | | | | |
| | | | | <ul style="list-style-type: none"> Locate Egypt and know key modern settlements are aligned with the location of the Nile Know names of modern European countries (France, Italy, Germany, Spain, Greece) and the major cities and physical feature eg rivers, Alps. | <ul style="list-style-type: none"> Know the names and locations of modern European countries, focussing on those associated with the historic travel of the Vikings from Scandinavia through northern Europe to the UK. Know the modern major cities and major features usuch as the mountains and glaciers of Norway, the lower Rhine. | | | | |
| | | | | Locate worlds countries, focus of N & S America; physical and human, major cities | | | | | |
| | | | | <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Know the locations of countries studied, the major physical features, the major settlements and significant land use. Know the locations of central American countries (particular focus Mexico, Guatemala & Belize and the Yucatan region), major cities and features. Know the location of Brazil, the locations of major cities relative to the expanse of the rainforest tropics and Amazon basin. Know the location of the Andes, linking to the Rockies across the continents as a source of the water in the Amazon. | | | | |
| | | | | Counties & cities of UK, human and topographical features & land use, change over time | | | | | |
| | | | | <ul style="list-style-type: none"> Locate major rivers and mountains across countries and counties of UK and the position of major settlements relative to these and coastlines. Understand changes over time to settlements with reference to common needs eg location of Southampton since Vikings as a safe port and crossing point of the Itchen. | <ul style="list-style-type: none"> Identify changes in land use across the south coast counties over time, including more modern uses such as off-shore wind farms. Know the unique geological features of the ‘Jurassic coast’ where rocks of different ages are exposed in layers along the south coast (particularly Dorest) – begin to understand geologic change. | | | | |
| | | | | Latitude, longitude, equator N & S hemispheres, Tropics, Arctic/ Antarctic circles, Greenwich Meridian and time-zones | | | | | |
| | | | | <ul style="list-style-type: none"> Know that imaginary lines of longitude are used to show different time zones, relative to GMT running through London. | <ul style="list-style-type: none"> Know imaginary lines of latitude, relative to poles and equator can be used to map biomes, such as the tropics and arctic/ Antarctic circles. Use lines of latitude and longitude to interpret variety of time zones and biomes across N and S America | | | | |
| | | | | Knowledge of Place | <ul style="list-style-type: none"> Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. | Human & Physical Geog of small area of UK | | Similarities and differences human and physical geog of region in UK | |
| | | | | | | <ul style="list-style-type: none"> Know some of the differences and similarities between our local city of Southampton to London Know some of the features of our local village surrounding through field work. | <ul style="list-style-type: none"> Know the variety of buildings used for settlement around Upham. Know how land use varies around Upham. Know how humans use the Coastal area around Lepe (Hampshire coast) with focus on the village. Know the differences and similarities between Upham village and Lepe. | <ul style="list-style-type: none"> Know some of the similarities and differences between local villages and Winchester, a small city and the physical and human features. | |
| Human & Physical geog of small area of contrasting non-European country | | Similarities and differences human and physical geog of region in European Country | | | | | | | |
| <ul style="list-style-type: none"> | <ul style="list-style-type: none"> Understand human and physical geographic vocabulary to compare Southampton/ Winchester and surroundings with Rome and surroundings. | <ul style="list-style-type: none"> Know the landscape, climatic and coastal features around Athens, Greece, and make comparisons to regions in the UK Know the human geography of Athens, Greece and contrast similarities and differences to that around Winchester, Southampton and Portsmouth. | | | | | | | |
| | | | Similarities and differences human and physical geog of region in N/ S America | | | | | | |

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| | | <ul style="list-style-type: none"> • Know some of the ways in which Kenya & Antarctica contrast with UK • Understand features of settlement and land use through language of city, weather, farming, river, desert | • | <ul style="list-style-type: none"> • Know some of the physical characteristics of Rio De Janeiro and how humans have settled around the city, coast and mountains. • Understand the variety of settlement types around Rio De Janeiro and why favelas exist • Know the general physical features of Central America where the modern countries of Mexico, Guatemala & Belize are located and the major settlements. |
| Human and Physical Geography | <p>The Natural World ELG</p> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | Seasonal & Daily Weather Patterns in UK, | Climate zones, biomes, vegetation belts | |
| | | <ul style="list-style-type: none"> • Know how weather patterns change with the seasons in our local area and contrast to other areas of the UK. | • | <ul style="list-style-type: none"> • Know the different climatic conditions in different biomes around the world. • Know that the Amazon rainforest straddles the equator between the Tropics and this vegetation belt continues around the globe. |
| | | Location of hot and cold areas of world in relation to equator & N and S poles | River, mountains, volcanoes, earthquakes | |
| | | | <ul style="list-style-type: none"> • Know the major mountainous regions and rivers across the UK, with reference to key counties. • Know the major mountain chains around the world (Alps, Rockies, Andes, Himalaya) and how these all source major rivers. • Know that earthquakes happen all over the world but are concentrated in certain places and can form underwater to create tsunamis. • Know that volcanoes can be active, dormant or extinct | <ul style="list-style-type: none"> • Know that the continents move, slowly over time and volcanoes/ earthquakes often occur at the joins between continental plates. |
| | | Water cycle | | |
| | | <ul style="list-style-type: none"> • Know that the water cycle drives weather around the world and the rainfall created feeds all the rivers which in turn empty into the sea. • Know that climate change is interrupting the natural balance, creating areas with higher or lower rainfall. | | |
| | | Types of settlement & land use, economic & trade | | |
| | | <ul style="list-style-type: none"> • Know the names of hot and cold areas of the world (as explored in Snail and the Whale) in relation to the equator and poles. • Know that Rainforests occur in warm places towards and around the equator • | <ul style="list-style-type: none"> • Know some ways in which humans have had an impact along the Nile in modern Egypt • Identify patterns for settlement in Egypt relative to the Nile and desert. • Know how the settlement of Upham has changed over time and the local land use. | <ul style="list-style-type: none"> • Know the capital cities and major settlements of northern Europe and Scandinavia in reference to routes travelled by Vikings. • Know the economic variety across Rio from beach-side developments to the Favelas |
| | | Distribution of natural resources, energy, food, minerals | | |
| | | <ul style="list-style-type: none"> • Know the impact of farming in the tropics on the natural world and also local people through exploration of Fairtrade Cocoa in Ghana • Understand how consumers in the UK shape global economic activity which affects farmers of cocoa in Ghana and elsewhere | <ul style="list-style-type: none"> • Know different locations around the world where food is grown and the journeys to UK. • Understand the complex pressures for the Amazon rainforest, where human economic needs to extract minerals, clear land for farming and transport and logging are in opposition to climatic and environmental needs. | |
| Enquiry Skills & Vocabulary | <i>Field, farm, road, hill, path school, village, home, shop, church</i> | key physical features: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> key human features: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i> | physical geography, including: <i>rivers, mountains, volcanoes and earthquakes, the water cycle, longitude, Equator, Arctic & Antarctic Circles</i> human geography, including: <i>settlement, land use, trade, climate change</i> | physical geography, including: <i>climate zones, biomes and vegetation belts, volcanoes and earthquakes, latitude & longitude, N& S hemispheres, Tropics of Cancer & Capricorn</i> human geography, including: <i>economic, tourism</i> |
| Mapping | • Make simple maps and representations | • Use world maps, atlases and globes to locate UK and countries | • Use maps, atlases, globes, digital mapping to locate studied countries and describe features | • Use maps, atlases, globes, digital mapping to accurately locate countries and describe features |

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| | (such as models with objects) to show familiar places. • Recognise maps as representations of places | <ul style="list-style-type: none"> • Use world maps, atlases and globes to locate countries, continents and oceans studied • Find landmarks and human/ physical features on aerial images and plans • Devise simple maps with basic key symbols | <ul style="list-style-type: none"> • Understand map keys (including OS) and use to find out additional information for the UK and world • Devise sketch maps and plans to show relationships of places and features with indications of land use/ type | • Understand what makes an effective symbol and use within their own maps |
| Directions | • Describe a route to get from one place in school to another eg classroom to HT office | <ul style="list-style-type: none"> • Use compass directions north, south east west to describe directions and routes • Use near, far, left, right to describe directions and routes | <ul style="list-style-type: none"> • Understand 8 points of compass (UK & world) • Understand 4 figure grid references (UK & world) • Understand OS maps and symbols (UK & world) | <ul style="list-style-type: none"> • Understand 6 figure grid references (UK & world) • Understand OS maps and symbols (UK & world) and use to build knowledge about the UK and the world. |
| Fieldwork | • Explore the natural environment and describe what they see, hear and feel – relate to seasons. | <ul style="list-style-type: none"> • Observe and study the school grounds • Identify features of the surrounding area (road, farmland, village houses, church, rec) • Describe nearby villages where many of us live that you drive from (Fair Oak & Bishops Waltham) | <ul style="list-style-type: none"> • Use field work to observe, measure and record the physical and human features of a place and present findings using graphs, sketch maps, plans and digital technologies. | |

Overview of NC Coverage Through Blended Units Within Upham CE Primary School Geography Curriculum

| | Geographical Aspect | Foundations in Year R within EYFS ELG 13 Past and Present | KS1 | Lower KS2 | Upper KS2 |
|---|---------------------|---|-----|-----------|-----------|
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|---|---|--|---|---|---|
| Locational Knowledge | Early Learning Goal for Past and Present | <ul style="list-style-type: none"> Know the name and location of 7 continents & 5 oceans Know the names and locations of the 4 capital cities of countries of UK Know characteristics of the 4 countries of the UK & surrounding seas | <ul style="list-style-type: none"> Locate Worlds countries, focus on Europe; physical and human, major cities | <ul style="list-style-type: none"> Egypt Romans – focus of European Multicultural Week study | <ul style="list-style-type: none"> Vikings – European countries Multicultural Week study |
| | | | <ul style="list-style-type: none"> Locate worlds countries, focus of N & S America; physical and human, major cities | <ul style="list-style-type: none"> Multicultural Week study | <ul style="list-style-type: none"> Crime and punishment Mayan/ Brazil Multicultural Week study |
| | | | <ul style="list-style-type: none"> Countries & cities of UK, human and topographical features & land use, change over time | <ul style="list-style-type: none"> Rivers Mountains UK countries | <ul style="list-style-type: none"> Jurassic coast of England, physical features – geological change over time |
| | | | <ul style="list-style-type: none"> Latitude, longitude, equator N & S hemispheres, Tropics, Arctic/ Antarctic circles, Greenwich Meridian and time-zones | <ul style="list-style-type: none"> Let there be light – time zones, latitude, GMT Multicultural Week study | <ul style="list-style-type: none"> Brazil – equator & tropics Multicultural Week study |
| | | | <ul style="list-style-type: none"> Human & Physical Geog of small area of UK | <ul style="list-style-type: none"> Similarities and differences human and physical geog of region in UK | |
| | | | <ul style="list-style-type: none"> London & Southampton Rainforest explorers (B Su.I) field work in Upham | <ul style="list-style-type: none"> Local area – use of rocks in buildings, human settlement Upham Explorers Coastal area Lepe (Solent coast) | <ul style="list-style-type: none"> Winchester study (Viking) |
| | | | <ul style="list-style-type: none"> Human & Physical geog of small area of contrasting non-European country | <ul style="list-style-type: none"> Similarities and differences human and physical geog of region in European Country | <ul style="list-style-type: none"> Romans – Rome in Italy Greece on a map – landscape, climate features, Around Athens |
| | | | <ul style="list-style-type: none"> Kenya/ Antarctica contrasts It's a small world (A Sp.II) Multicultural Week study | <ul style="list-style-type: none"> Similarities and differences human and physical geog of region in N/ S America | <ul style="list-style-type: none"> Brazil, similarities and differences, favelas Modern countries around Mayans, reasons for settlement |
| | | | <ul style="list-style-type: none"> Seasonal & Daily Weather Patterns in UK, Explorers (A Su.II) weather and climate, local study | <ul style="list-style-type: none"> Climate zones, biomes, vegetation belts | <ul style="list-style-type: none"> Where animals come from, biomes, climate Amazon rainforest |
| | | | Knowledge of Place | The Natural World ELG | <ul style="list-style-type: none"> Location of hot and cold areas of world in relation to equator & N and S poles Snail and the whale hot/cold Rainforest explorers (B Su.I) |
| <ul style="list-style-type: none"> Water cycle | <ul style="list-style-type: none"> Mountains rivers | | | | |
| <ul style="list-style-type: none"> Types of settlement & land use, economic & trade | <ul style="list-style-type: none"> Egypt, settlement and river land use Local study Upham explorers Multicultural Week study | <ul style="list-style-type: none"> Viking voyages, modern day countries and settlements – those which had Viking origins Favelas in Brazil Multicultural Week study | | | |
| <ul style="list-style-type: none"> Distribution of natural resources, energy, food, minerals | <ul style="list-style-type: none"> Fairtrade Chocolate Ghana, global economic activity Multicultural Week study | <ul style="list-style-type: none"> Where food is grown, how far travels Amazon rainforest, minerals, climatic pressures v economic growth Multicultural Week study | | | |

