



SUBJECT LTP Geography

	Autumn:		Spring:		Summer:	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<p><u>Locational knowledge</u></p> <p><u>Objectives</u></p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Name, locate the world's seven continents and five oceans.</p> <p>Ask and answer geographical questions</p> <p><u>Physical Geography</u></p> <p><u>Objectives</u></p> <p>Use basic geographical vocabulary to refer to.</p> <p>-Physical features: sea, ocean.</p> <p>-Human Features: office, port, harbour</p>			<p><u>Geographical Skills and field work</u></p> <p><u>Objectives</u></p> <p>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</p> <p>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</p> <p>use aerial photographs and plan perspectives to recognise landmarks and basic human and physical</p>		<p><u>Geographical Skills and field work</u></p> <p><u>Objectives</u></p> <p>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</p> <p>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</p> <p>use aerial photographs and plan perspectives</p>

				<p>features; devise a simple map; and use and construct basic symbols in a key</p>		<p>to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <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><u>Physical Geography</u></p> <p><u>Objectives</u></p> <p>Use basic geographical vocabulary to refer to. Physical features: vegetation, soil Human Features: city, town, house, office</p>
<p>Year 2</p>	<p><u>My Home, Your Home</u> <u>Objectives</u></p> <p>Understand geographical similarities and differences through studying the human and physical geography of Chester and of a small area in a Zambia.</p>		<p><u>Mapping</u> <u>Objectives</u></p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p>		<p><u>Around the World</u> <u>Objectives</u></p> <p>name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the</p>	

	<p>Use basic geographical vocabulary to refer to: beach, mountain, river, valley, vegetation, weather, city, town, village, factory, farm, house.</p> <p>Ask and answer geographical questions.</p>		<p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>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</p> <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. Ask and answer geographical questions.</p>		<p>United Kingdom and its surrounding seas.</p> <p>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Ask and answer geographical questions.</p>	
<p>Lower KS2 Skills</p>	<p><u>Geographical Skills</u> Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use atlases, maps, globes, and digital mapping to locate countries and describe features. Use fieldwork to observe and record the human and physical features in the local area. Use a range of resources to identify the key physical and human features of a location. Name and locate countries and cities of the UK and Europe, including geographical regions and their human and physical characteristics. Describe geographical similarities and differences between countries.</p>					

	<p>Describe key aspects of physical and human geography. Use the 8 points of a compass, 4 figure grid reference and map symbols and keys to communicate knowledge of the UK and wider world. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>				
<p>Year 3</p>	<p>I can name and locate the four countries of the UK and name some cities.</p> <p>I can locate some counties of the UK.</p> <p>I can look at the features of the county of Cheshire.</p> <p>I can name and locate the seas that surround the UK.</p> <p>I can explore features of coasts.</p> <p>I can write a postcard using what I know about coasts.</p>	<p>I can describe and understand some physical features of geography (mountain, ravine, hill, valley, lake, snow-capped mountain, river, stream, snowdrift).</p> <p>I can use an atlas to explore world climate zones.</p> <p>I can explore the effects of Climate Change. What is happening?</p> <p>I can explore the causes of Climate Change.</p> <p>I can understand that we all have a carbon footprint.</p> <p>I can think of ways to help stop Climate Change - reduce, reuse, recycle.</p>		<p>I can locate the Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>I can locate the North and South Poles on a map and find out some information about both regions (consider land use and types of settlement).</p> <p>I can recognise the effects of Climate Change on these polar regions and see these effects over time.</p> <p>I can think of ways to help reduce Climate Change.</p> <p>I can create a world promise to protect our planet.</p>	<p>Can I use fieldwork to observe, measure, record light in different areas? (Taught in science)</p> <p>I can use maps and atlases to explore the journey of Zeraffa Giraffa.</p> <p>I can find out about Zeraffa Giraffa's native home of Africa.</p> <p>I can use 4 figure grid references and map symbols on a key.</p> <p>I can find out about France and the journey Zeraffa Giraffa made from Marseilles to Paris.</p> <p>I can research Paris and its landmarks, using maps and photos</p>

Year 4

Locational knowledge-
New Zealand and
Iceland. Physical
Geography-Volcanoes
and Earthquakes
Objectives

I can understand what a volcano is and where they are located in the world.

I can understand what an earthquake is and where they are located in the world.

I can understand why a volcano erupts and the different types of volcanos.

I can identify different types of volcanos.

Why do most volcanoes happen in the same places as earthquakes?

I understand what tectonic plates are and what the 'ring of fire' is.

I can research and complete a case study on Iceland and its volcano eruption

Physical and
environmental regions
Objectives

I can understand about climate, biome zones and vegetation belts across the world.

I can understand how the climate affects the plants and animals living in a place.

I can describe the key aspects of a tropical climate and the layers of the Rainforest.

I can describe the animals and plants living in the Rainforest.

I can explain the effects that humans are having on the trees and forests - deforestation.

Upper KS2 Skills

Geographical Skills

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area.
- Analyse and give views on the effectiveness of different geographical locations (such as aerial images compared with maps.)
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Identify the position and significance of latitude, longitude, the Greenwich Meridien and time zones.
- Describe how countries and geographical regions are interconnected and interdependent.
- Use ordnance survey symbols to communicate understanding of location.

Describe and understand key aspects of human and physical geography.

Year 5

<u>Rivers Objectives</u>			<u>Florida Objectives</u>	<u>Cities Objectives</u>	
I can identify and describe physical features of a river.			I can locate the continent and country of Florida.	I can locate cities from the United Kingdom.	
I can draw and label the features of a river from an ordnance survey map.			I can develop my understanding of peninsulas.	I can develop an understanding of megacities.	
I can display an understanding of how a meander is formed.			I can explore longitude, latitude and time zones.	I can display an understanding of how trade is important.	
I can gain awareness of how we use rivers.			I can understand why tourists come to Florida.	I can identify and locate the top 10 cities in the United Kingdom with the largest populations.	
I can understand why estuaries are important places for wildlife.			I can explain the importance of human characteristics in Florida (Kennedy Space Centre).	I can identify the top 10 growing cities in the country.	
			How and why is the climate of the sunshine state different to where I live.	I can explain why the Brazilian government	

					<p>built a new capital city.</p> <p>I can describe the advantages and disadvantages of living in a city.</p>	
<p>Year 6</p>	<p><i>Not a full unit - (links with English and history)</i> <u>Objectives</u> Locational knowledge - *Locate the world's countries, using maps to focus on Europe (including the location of Russia), key physical characteristics (proximity to each other and location for invasion). *Name and locate cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (linked to bombing and evacuation). Geographical skills - *Use maps, atlases, globes and digital computer mapping to locate countries</p>	<p>Our Fragile Earth. <u>Objectives</u> Locational knowledge - *Identify position and significance of equator, the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. Place knowledge - *Understand similarities and differences through the study of human and physical geography of a region within North America (Alaska). Human & Physical Geography - *Describe and understand key aspects of climate zones/biomes. *Understand land use, economic activity and the distribution of natural resources including energy. Geographical skills - use maps, atlases, globes</p>	<p>Geography fieldwork in Chester city centre. <u>Objectives</u> Geographical skills and fieldwork - *Use fieldwork to observe, measure, record and present human features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. Place knowledge - *Understand similarities and differences through the study of a region in the UK (Chester). Human and Physical Geography - Describe and understand key aspects of human geography including, land use, economic activity including trade links</p>		<p>Mountains - <u>Objectives</u> Place knowledge - * Understand similarities and differences through the study of human and physical geography of a region within the UK (Cambrian Mountains). Human and physical geography - *Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, mountains. Human geography, including: types of settlement and land use, economic activity Geographical skills - *Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>Link to Maya topic - <u>Objectives</u> Place knowledge - * Understand similarities and differences through the study of human and physical geography of a region within South America (Maya region - Mexico, Guatemala, Belize). Locational knowledge - Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries</p>

		and digital/computer mapping.			<ul style="list-style-type: none">• 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.	
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