

## Brookside Primary School Curriculum Knowledge Map

### Geography

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Key Stage 1							
<b>Year 1/2 A</b>	<p style="text-align: center;"><b><u>Heroes</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans</li> <li>Using maps and atlases name, locate and identify characteristics of the 4 countries within the United Kingdom and their capital cities.</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 a small area in a 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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather – use of this terminology could be linked to comparison work between UK and non-European country</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and create a key using basic symbols</li> </ul>		<p style="text-align: center;"><b><u>Castles</u></b></p> <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/South poles</li> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of castles on a map of the United Kingdom</li> <li>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents to identify the location of castles explored within the United Kingdom</li> </ul>		<p style="text-align: center;"><b><u>Under the sea</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name and locate the world's five oceans</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>Understanding geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a non-European country – comparative study of seaside town in Britain with a seaside town in a non-European country</li> </ul>		
<b>Year 1/2 B</b>	<p style="text-align: center;"><b><u>Amazing Africa</u></b></p> <p><b>Locational 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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather –</li> </ul>		<p><b><u>How has it changed?</u></b></p>			<p style="text-align: center;"><b><u>Where we live.</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</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 an area within Great Britain and a small town within an African country and use this to consider people, homes and animals within these using aerial photographs to recognise basic human and geographical features</li> </ul>	

	<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop – Identifying human features within local towns and places</li> <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/South poles</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use of world maps atlases and globes to identify the location of the Amazon Rainforest within Brazil/Colombia and in relation to the Equator</li> </ul>		<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use of aerial photographs to support children to identify similarities and differences between human and physical geographic features around Great Britain a non-European country using aerial photographs – looking at local towns and looking for human features and things we might see</li> <li>Use simple fieldwork and observational skills to study the geography of locations around Great Britain and the key human and physical features of each environment</li> <li>Devise a simple map; and use and construct basic symbols in a key to locate key landmarks around the United Kingdom</li> </ul> <p><b>Human and physical geography</b></p> <p>Use basic geographical vocabulary to refer to -</p> <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> </ul> <p>Use basic geographical vocabulary to refer to -</p> <ul style="list-style-type: none"> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>Looking at local towns and looking for human features and things we might see</li> <li>Looking at locations around Great Britain to see if children can identify physical features of places across Great Britain</li> </ul>
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**Key Stage 2**

<b>Year 3/4 A</b>	<p style="text-align: center;"><b><u>Ancient Egyptians</u></b></p> <p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Identify the position and significance of the Equator, latitude, longitude, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle (not covered previously but will be able to cover/plan for next year).</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Using a map, an atlas and digital/computer mapping to locate Egypt and describe features studied</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</li> </ul>	<p style="text-align: center;"><b><u>Comparing Countries</u></b></p> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Features of a river and locate rivers in England)</li> <li>Key topographical features – mountain ranges in England, France and Brazil</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Contrast localities – geographical features, culture and traditions</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country and a region within North or South America</li> </ul> <p><b>Locational Knowledge</b></p>	<p style="text-align: center;"><b><u>Britain Begins</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>To identify land use patterns and understand the ways in which aspects of these have changed over time</li> <li>To identify the position and significance of the Prime/Greenwich Meridian and time zones (including day and night) and link this understanding – exploring the solstice at Stonehenge</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 and the distribution of natural resources including energy, food,</li> </ul>
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	<p>including trade links, and the distribution of natural resources including food and water</p> <ul style="list-style-type: none"> <li>• River Nile – features of a river, vegetation belt</li> </ul>	<ul style="list-style-type: none"> <li>• Prime/Greenwich Meridian and time zones (not done previously but will plan for next year)</li> <li>• Name and locate the United Kingdom and counties and cities within it, geographical regions and identifying their human and physical characteristics - name counties surrounding Oxfordshire</li> <li>• Locate the world's countries using maps, atlases and globes to focus on Europe 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 fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies – to explore trade links within the local town (will be covered again in a similar capacity to previous Year A e.g. shopping survey)</li> <li>• Use the eight points of a compass, four figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the UK and the wider world</li> </ul>	<p>minerals and water – to explore types of houses first civilisations lived in and why hunting was so important</p>
<p><b>Year 3/4 B</b></p>	<p style="text-align: center;"><b><u>Victorians</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Name and locate geographical regions within the United Kingdom and identifying their human and physical characteristics – comparing rivers and canals, changes in Britain overtime</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use fieldwork to observe human and physical features in the local area – canal systems/waterways linked to water cycle</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Human geography including types of settlements and land use to explore farming during Victorian Britain and consider the ways in which the introduction of the railway affected the landscape, and the distribution of natural resources including energy, food, minerals and water to explore the uses of the steam railway and how this improved trade links up and down the country</li> </ul>	<p style="text-align: center;"><b><u>Local Study – Bicester</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• name and locate geographical regions within the United Kingdom and identifying their human and physical characteristics – comparing rivers and canals, changes in Britain overtime</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• identify physical features of our local geography</li> <li>• to conduct fieldwork to observe, measure and record the human and physical features in the local area using a range of methods – sketch maps, plans, digital technologies and graphs</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• human geography, including types of settlements: comparing urban and rural settlements</li> </ul>	<p style="text-align: center;"><b><u>Roman Britain</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Compare geographical features of England and Italy concentrating on their environmental regions, key physical and human characteristics using maps, atlases, globes and digital/computer mapping</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Identifying human characteristics - compare British and Italian culture</li> <li>• Land use, trade links - identify the spread of the Roman Empire locate countries they conquered</li> <li>• Physical geography – mountain ranges (Alps – Italy)</li> </ul>

		<p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>name and locate counties and cities within those counties around the United Kingdom – identifying counties surrounding Oxfordshire</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>human geography including types of settlements and land use to explore farming during Victorian Britain and consider the ways in which the introduction of the railway affected the landscape, and the distribution of natural resources including energy, food, minerals and water to explore the uses of the steam railway and how this improved trade links up and down the country</li> <li>Visit from East West Rail</li> </ul>		
<p><b>Year 5/6 A</b></p>	<p><b>WW1</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Using the map of Europe to locate countries (including the location of Russia) and identify some of the changes throughout Europe pre and post 1914</li> </ul> <p><b>Human 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 – to explore; Britain as the largest empire in the world at this time, rise in wages for skilled workers between 1914 and 1918/ rise of women as a labour force and the rise in wages of skilled workers.</li> <li>The extent of the British Empire</li> </ul>	<p><b>Extreme Environments</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Locate extreme environments around the world concentrating on their environmental regions, key physical and human characteristics</li> <li>Identify the position and make comparisons between the significance of latitude, longitude, Equator, Northern/Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle – links could be made to Ernest Shackleton (polar explorer).</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes)</li> <li>Using atlases to locate different countries within each of the climate zones and biome regions of the world and to make comparisons and links between these <b>e.g.</b> tropical climate/not a rainforest</li> </ul> <p>Describing characteristics of geographical areas -</p> <ul style="list-style-type: none"> <li>Physical geography - Key topographical features; tectonic plates and mountain, earthquake and volcano formation</li> <li>Human geography – Impact of flooding on human land use and the environment (vegetation belts), explain why some areas suffer from water surplus and deficit, distribution of natural resources – renewable and non-renewable resources, using maps and</li> </ul>	<p><b>Anglo Saxons</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Maps of Europe from 400AD</li> <li>To explore patterns and land use and understand how some of these aspects have changed over time</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>Types of settlement and land use, economic activity including trade links, and the distribution of natural resources</li> </ul>	<p><b>Mayans</b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>Maps of South America concentrating on their environmental regions, key physical and human characteristics</li> </ul>

		<p>atlases to identify and locate energy sources within the wider world</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 extreme environments and describe features studied</li> <li>• Field study: identifying flood areas around Brookside, water levels of the brook</li> </ul>		
<p><b>Year 5/6 B</b></p>	<p><b><u>Ancient Greece</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• To identify and compare key locations in ancient and modern Greece using maps, atlases, globes and digital/computer mapping</li> <li>• To identify similarities and differences between land-use patterns of ancient and modern Greece</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Contrast localities – geographical features, culture and traditions and make comparisons between these in Greece and UK</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Human geography, including land use and economic activity <b>e.g.</b> trade links during ancient Greek times – improved transport links enabled goods to be sold around the Mediterranean</li> <li>• Contrast localities – culture and tradition with the UK</li> </ul>	<p><b><u>Planet Peril</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Locate the world's countries and describe features studied concentrating on their environmental regions, key physical and human characteristics</li> <li>• To use maps and atlases to locate natural resources around the world</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• Identifying and classifying natural resources and looking at the distribution of these</li> <li>• How are fossil fuels made?</li> <li>• Renewable/non-renewable forms of energy</li> <li>• Fairtrade &amp; trade links between countries</li> <li>• How the water cycle works</li> <li>• The impact of plastic on the environment – consider ways in which we are working to limit the effects of this</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• Field study on plastic usage – questionnaires</li> <li>• Examining % of energy at school from solar panels</li> </ul>		<p><b><u>Beasts of London: Local History Study</u></b></p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• Studying maps of London from different eras</li> <li>• Land use patterns</li> <li>• Population and urbanisation growth</li> <li>• 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>• Six-digit Grid References, symbols and key (including use of Ordnance Survey maps)</li> <li>• Field study – sketching London skyline</li> </ul>