LONDON MEED PRIMARY SCHOOL

Locational / Place knowledge **Human and physical geography** **Skills and fieldwork** **Found evidence in medium-term plans**

Geography	Autumn	Spring	Summer
	Describe what they see, hear and feel whilst outside - *Describe a familiar route. (to and from school) Understand position through words alone.* *Discuss routes and locations, using words like 'in front of' and 'behind'.- my journey to school (all about me - where i live)* **Talk about what they see, using a wide vocabulary** - *Getting to know our new school, describe their immediate environment using knowledge from observation, discussion.* **Recognise some similarities and differences between life in this country and life in other countries -** *Know some animals from different parts of the world and where in the world they live (bears), look at world to see where Diwali is celebrated, use NF books, large maps and pictures to explore*	**Recognise some similarities and differences between life in this country and life in other countries** - *Know similarities and differences between the poles (Antarctica and the Arctic) and where they live* **Draw information from a simple map** - *children use a selection of maps and map books to know what a map is and why we use maps. Draw a simple map with pictures of their local area (Burgess Hill) and things they know eg: school, home, leisure centre (Triangle) Know and compare to different places near to us - E.g that Brighton is a coastal town, that London is a city and the capital of England.*	**Recognise some environments that are different to the one in which they live** - Know what a farm is and what happens on a farm. Know some of the animals and plants that live and grow / live on a farm (**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** - *Know where Africa is and find it on the map . Know similarities/differences between Africa and where we live (different foods that are grown around the world and where (using world maps and google), explore/contrast and discuss life, living and schools in the UK and Africa). Recognise different habitats -jungle, desert, grasslands, savannah, watering hole.* *Name features around the UK (farm, beach, mountains, woodland etc).* **Explore the natural world around them - . Describing what they can see, hear and feel whilst outside** - *Explore and observe and identify UK minibeasts (compare with minibeasts from around the world).*

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<table>
<tr><td>EYFS</td><td colspan="3">Development Matters - Understanding the World - continuous provision - See EYFS Knowledge Organiser (subject leadership folder)
<u>3-4</u>
• Talk about what they see, using a wide vocabulary
• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
• Use all their senses in hands-on exploration of natural materials.
<u>Reception</u>
• Draw information from a simple map.
• Recognise some similarities and differences between life in this country and life in other countries.
• Explore the natural world around them - Forest Fridays, exploration and observation (observing seasonal changes), outdoor continuous provision, through books and stories.
• Describe what they see, hear and feel whilst outside.- Outdoor learning and Forest Fridays, exploration and observation (observing seasonal changes)
• Recognise some environments that are different from the one in which they live - through stories (Spine of books represent a diverse range of settings for discussion) amongst others.
• Understand the effect of changing seasons on the natural world around them - Forest Friday, seasons display with books and enhanced activities linked to each change of season, stories.
<u>Geographical vocab:</u>
Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather . Human features vocab: city, town, village, factory, farm, house, office, port, harbour, shop.</td></tr>
<tr><td>Yr 1</td><td>Maps and how we use them, maps of the school grounds / local area
Key knowledge (including terminology):
<u>My school</u>
I can name my school
I can find my school on Google maps
I can locate my school on an aerial photograph
I can use the term physical and human to describe features of my school
I can make a 3D model of my school
I can draw an aerial map of my school
<u>Around my school</u>
I can name my home town
I can name some types of land use in local area</td><td>World maps, oceans (cross curricular link with the Golden Age of Piracy)
Key knowledge (including terminology):
Name 4 directions
North, South, East, West,
Introduce the Golden age of Piracy and link it with explorers who thought the world was flat and then discovered lands . They bought back valuable goods which pirates wanted (introduce some geographical skills and knowledge about the world)

Add in ‘How to find gold’
Draw a map of locality and label (blast from past - Autumn term) adding x marks the spot for treasure</td><td>World maps, continents, countries, seas + oceans, Comparing B Hill and tropical island
Key knowledge (including terminology):
Name 4 directions
North, South, East, West,

Meet Paddington who has come to England from his country. Look at the different ways he travelled to get to London.
I can name London as the capital city of england
I can identify some features of London
I can identify the 4 countries of the UK and their capital cities
I know that the UK is an island

Name sections of the globe</td></tr>
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	woodland, woods, fields, housing, open space.location of trees in school grounds. roads, shopping centre. I can identify human and physical features from an aerial map I can label and aerial map of local area Key Skills: taking photos, Using Google Earth and Google Maps to locate the school and Burgess Hill (aerial view).3D models to represent the school and Burgess Hill (man made and wooded areas). Identify key human features, including: town, village, farm, house and shop. Locations: School grounds, Burgess Hill **Builds on: EYFS - local area and creating maps**	**Builds on: EYFS - creating maps**	Snail and whale go on an adventure together to Antarctica, Asia (Japan), Trinidad (South America), North America (Canada) I can name some geographical similarities / difference between countries (weather, landscape, land use? Vocab UK, England, Ireland , Northern Ireland, Scotland Wales, capital city, London, Atlantic Ocean Australia, Southern Hemisphere, Equator Hot, cold, weather, temperature Key Skills: Use Google Earth to explore the country and show how it is surrounded by water. Label a map with continents and oceans Compass points (rhyme) North South, East and West. Locate on a world map continents (Europe, Asia, Africa, South America, The Americas). Invite Mr Terill in to talk to us about his holiday in Rarotonga. Compare this with the UK Compared Burgess Hill to Rarotonga (Cook Islands) land, sea, weather and lifestyle- beach/parks, building Locations: Burgess Hill, Rarotonga, Antarctica, Japan, Trinidad, Canada, UK Cross-curricular Maths and Computing- Programming Beebots using N, S, E, W. Field trip: N/A **Builds on: EYFS - local area**

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Yr 2	**Countries and oceans, UK / local maps,** **Key knowledge (including terminology):** Name / locate - Oceans (labeled Pacific, Atlantic, Southern, Arctic and Indian continents). Use both world and UK maps Name some geographical similarities or differences (see below) Keys, Compass rose, map symbol, route, ordnance survey, climate, human and physical. Landmarks. **Key Skills:** Labeling a world map with the continents and oceans. Labeling a UK map with the countries, flags and capital cities. Locations: Scotland (Burgess Hill, school grounds). Field trip: N/A **Builds on: Year 1 Autumn and Summer**	**Using atlases + globes to explore from pole to pole, comparing B Hill to Alaska, UK and local maps** Key knowledge (including terminology): Name / locate: Continent, Oceans, Equator, poles, human, physical, Climate zones Name some geographical similarities or differences (see below) Key Skills: Humans feature (man made) buildings, cars and roads. Mapped climate zones (tropical, warmth, temperate and cold). Comparing climates based on weather, proximity to the equator.) Looking at local area (Burgess Hill) human geography populations, well known landmarks) comparing Burgess Hill to Wainwright Alaska (non-european country).. Populations, Human Geography climate/weather, When was it founded. Where would you rather live? Locating landmarks, human and physical features on an aerial photograph of the school. Creating their own map of the school with a key. Use directional language (North, South, East, West) to describe locations of parts of the school. Locations: Wainwright Alaska (Cross-curricular- big question 'Would a polar bear be happy to live in Burgess Hill/ Science). Field trip: N/A **Builds on: Year 1 Autumn, Spring and Summer**	**London - human geography** Key knowledge (including terminology): Name / locate - Capital city, London, Population and growth, River Thames, M25, Greater and Inner London, Greenwich, meridian, Name some geographical similarities or differences (see below) Key Skills: Using world and country maps, comparing human geography (spread of buildings and roads), comparing population statistics Locations: London and surrounding area Cross-curricular (History) Field trip: Bird watching **Builds on: Year 1 Summer**
Yr 3	**Human and physical geography** Key knowledge (including terminology): Name/locate countries in Europe Identify geographical similarities/differences (rivers, oceans, mountains, volcanoes)	**Comparing locations (China)** Key knowledge (including terminology): Name / locate China Name some aspects of human impact on geography - pollution, deforestation	**Roman settlements, oceans and continents, mountains and volcanoes** Key knowledge (including terminology): Identify where Roman Empire started / spread

	Atlas, globe, countries, border . Key Skills: Looking at a world map, borders, oceans, Drawing their own world map, producing keys (rivers, oceans). Identify mountains and volcanoes on a world map. Labeling European countries (France, Germany, Spain and Italy). Labeling the UK (capital cities) and other significant places of interest to them (School,Burgess Hill etc). **Locations:** Asia, Africa, North America, South America, Antarctica, Europe, Australia **Field trip:** N/A **Builds on: Year 2 Autumn and Spring**	Key Skills: Comparing levels of pollution in the UK and China. Defining pollution and the causes (deforestation, plastic). Study of Human Geography (land use, impact on environment Cross-curricular: Science/ RSHE Locations: China Field trip: N/A **Builds on: Year 2 Spring**	Roman Empire, Europe, settlements, villa, locations where Romans conquered/settled, Why did Romans settle in specific places? (London, Bignor, Chester, Bristol) Reasons for settlements - rivers, seas, trade, hills for fortification, Mapping Roman roads, Where are volcanoes, mountains and earthquakes located? Why? How are volcanoes formed? How volcanoes affect people's lives. Key Skills: Country maps, explaining why human settlements were in specific places, diagrams of volcanoes, explaining reasons for volcanoes, mountains and earthquakes being in specific locations Locations: Bignor, Chester, Bristol, London Field trip: Bignor Roman villa
Yr 4	**Earthquakes** Key knowledge (including terminology): KWL 'To determine what I know about the underground.' Child led, pick up misconceptions in teaching.To understand different types of settlement and land use. Find grid references	**Rainforests, South America** Key knowledge (including terminology): Where is Amazon rainforest? Size - 5.5 million square km (previously covered a much larger area). Parts in Brazil,Peru, Columbia, Venezuela,	**Geographical features of Greece. Climate zones around the world, rivers,** Key knowledge (including terminology): -To explain the geographical features of Greece (weather, food, plants, mountains)

	(four point grid references) from a map of Lewes:Railway Land Nature Reserve, Station, Castle, Hospital and car park. Write a sentence to explain why people settled in Lewes. **Key Skills:** Map reading (grid references) 'along the corridor up the stairs.' Repeated key skills (spiral curriculum). To draw sketch maps of the local area (school playground). Include a key (bench, grass,tree, sheds, equipment, hoops, leaves). -To know a range of different map symbols. Cut out the map symbols and match them to the correct place on the key. discuss trade links, identify the distribution of natural resources (energy, food, minerals and water) - Lewes identify similarities and differences between land use - Lewes -To understand how and why earthquakes occur (labelling the correct parts of the earthquake : earth's crust, epicentre, hypocentre, fault line and tectonic plate). -To explain what causes earthquakes and how they are measured (Mercalli scale). Sort cards into order of strength from the least to the most powerful. Number the statements from 1-12. Choose four different descriptions to illustrate. **BIG QUESTION**-What are earthquakes? What are the effects of an earthquake? Locations:	Ecuador, Bolivia, Guyana, Suriname and French Guiana. Identify some types of tourism and how it is linked to rainforest area 2 million tourists per year, Name some cultural aspects of land covered by the rainforest - 170 different languages spoken, 250,000 native tribes currently live there. -To understand the positive and negative impacts. Positive: Jobs are created in logging and transporting timber and manufacturing products. Selling land raises money for local people. Negative impacts: People's homes are destroyed, animals/plants may become extinct through habitat loss. Plants that may have been useful could be lost. Deforestation (trees are cut down, to create fields for farming cattles and growing crops, to produce timber and wood pulp to make furniture and paper, to create space for housing. -To explain how the Ancient Mayans lived? What life was like for the Mayans (school, jobs, religious beliefs, jobs etc). **Key Skills:** -To locate the key rainforests of the world on world maps -To label the countries and capitals of Central and South America -To explain the physical features of the rainforest (Emergent layer, Canopy layer, Understory layer, Forest floor layer). To write definitions of the different layers, draw the rainforest layers. -To compare my local area (Burgess Hill to Manaus) using physical and human features - Schools, forests, hospitals, hotels.	-To explain how city-states in Ancient Greece worked, Rivers- To understand the journey a river makes from the hills to the sea. Key Skills: -To draw a map of their own Greek 'city-state' Designing buildings, boating dock, bridge, temples, mountains, school. The children designed their own flag. See example in Geography folder. Children bring in their own knowledge from the topic to create. Cross-curricular and engaging. use atlases index and contents to locate information on rivers Description 'The source- what does Rosie see here? Would she be surprised? The River Thames starts to grow. What's coming into view now? Through villages and towns (boats, bridges). 'What does rosie See on Her River Journey? Locations: Field trip: Shoreham Activity Centre (link rivers to the school trip, focusing on the River Adur estuary.) **This all needs checking as to whether it is being taught** **Builds on: Year 3 Spring and Summer**

	LI to explore economic activity). To discuss trade links, identify the distribution of natural resources (energy, food, minerals and water) identify similarities and differences between land use .Observational skills, Cross-curricular to Science (Rocks and soil). Evaluate the school trip upon returning to the classroom. 'What have you learnt today?' Record ideas using diagrams to support. Vocabulary: Industry, farming, port, land fuel, housing, water, agriculture, transport). Sedimentary rock, Ingenious, Particles, Metamorphic, Fossil, Microorganisms, biodiversity, eco-system. plate boundary strength magnitude, friction, pressure **Builds on: Year 3 Summer**	**Locations:** (Brazil capital city is Brasilia. Ecuador's capital city is Quito, Santiago is the capital city of Chile, Leuma is the capital city of Peru, La paz and Suree is the capital city of Bolivia, Paraguay capital city of Asuncion, Uruguay is the capital city of Montevideo, Colombia capital city of Bogota, Cavacas capital city of Cavacas, Cuyana capital city of Georgetown, French Guiana is the capital city of Cayenne,Argentina's capital city is Buenos aires. Suriname's capital city is Paramaribo, Port of Spain. Field trip: N/A Vocabulary: Weather, humid, endangered, Extinction, humid, native tribes, Ecosystem, Species, **Builds on: Year 3 Autumn**	
Yr 5	**Scandinavia (location, climate, human geography)** Key knowledge (including terminology): Where is Scandinavia on a world map? Scandinavian climate: precipitation, temperature, daylight hours) Key Skills: To be able to locate Scandinavian countries and capital cities on a world map (label Norway, Sweden, Denmark and capital cities).	**The Earth and Oceans** **Key knowledge** (including terminology): Name and locate - Pacific ocean, Atlantic Ocean, Hudson Bay, Gulf of Mexico, Caribbean Sea, Indian Ocean, Arctic ocean, North sea, Pacific ocean, southern ocean, Bering sea. Big question- how much plastic is in the ocean and the effect it has (two page fact file). Understand the processes that give rise to key physical and human geographical features. **Key Skills:** To identify and locate major oceans and seas on maps	**North America compared to Scandinavia/ Sussex** Key knowledge (including terminology): Settlement, States, fieldwork. Human and physical features - economy, transport, population, immigration, employment, religion, settlements, currency, Mountainside, fjords, glaciers, settlement, resources, services, goods, site, transport links 8 compass points Key Skills:

	Find five other cities or towns in Norway, Denmark or Sweden and mark them on your map. To explore the weather and climate of a Scandinavian city (cross-curricular with Maths (data). Describe what the climate is like . To explore physical features of Scandinavia (using a map of mountains). Lakes, Rivers etc. To explore some aspects of human geography of Scandinavia (population, currency, language, religion, festival and holidays, food, culture and government). Locations: To be able to locate Scandinavian countries and capital cities on a world map (label Norway, Sweden, Denmark and capital cities) Field trip: N/A Identify counties where Vikings invaded and how they got their names from various Viking languages. **Builds on: Year 4 Spring and Summer**	To locate specific counties of the UK on a map To use a key to describe features on an ordnance survey map. Locations: Norway (Oslo), Sweden (Stockholm), Denmark (Copenhagen). Field trip: N/A **Builds on: Year 2 Spring**	To identify the countries of North America and Europe and their capital cities (10 from North America/ Europe). To use maps to locate countries and describe features studied Locations: North America and Europe. Compare locations using Digimaps Use of 8 compass points Field trip: Water Tower- land use. To use fieldwork to observe, measure, record and present the human and physical features in the local area (built shelters, discussed rivers, used a compass. Discussed similarities and differences within the location of a settlement.) **Builds on: Year 2 Spring, Year 4 Summer**
Yr 6	**Impact of WW2 on global geography** Key knowledge (including terminology): Name / locate - Axis countries, Allied countries and Neutral. Territories lost according to the treaty of Versailles, Key Skills: To use maps and atlases to compare the land use and territory of Germany between 1914 and 1945.	**Antarctica** Key knowledge (including terminology): Name / locate on world map - Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctica circle, Greenwich Meridan and Prime Meridan. Beethoven peninsula, Bach Ice shelf,Alexander Island, Weber Inlet and LeMay range. Argentina, Chile, Norway, Britain, Australia, New Zealand, and France.	**Tudor London** Key knowledge (including terminology): Location of Shakespeare's Globe, Bankside Power Station and the Tate Modern Gallery, Identify changes around key locations (types of buildings, layout of city, use of land / space)

	Locations: Germany, Poland, West Prussia (to Poland), Posen, Upper Sillesia, Hultschnizer Landchen, North Schledswig (to Denmark). Digital maps - zooming in and out / identifying building types and landmarks, identifying human and physical geography in local area (specific types of building - residential, places of business, industrial use, public buildings) -To ask and answer relevant questions as to why the war began. Field Trip: Looking at land use of the residential side in preparation for the residential trip. Location: Hailsham **Builds on: Year 4 Summer**	Key Skills: Draw and label invisible lines on the world map. To explain and identify the position and significance of key global features using maps, atlases and globes. To explain and identify the position of the Prime/ Greenwich/ Meridian and Global time zones. Locations: London, Rio de Janeiro, New York, Washington, Edinburgh, Milan, Helsinki and Sydney. Cross-curricular computing- To use digital mapping to locate countries, the polar regions and describe the features present (Beethoven Peninsula, Bach Ice shelf, Le May Range and Weber Inlet and the Alexander Island). -Discussion text (human impact on Everest) focusing on environmental damage and resources. Balanced viewpoints and arguments. **Builds on: Year 5 Spring**	