


Geography curriculum map 2025/2026

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R	Statutory Framework Educational Programme: Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.					
	Statutory ELG: The Natural World Children at the expected level of development will: - Explore the natural world around them, making observations and drawing pictures of animals and plants; - 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.					
Topic	My Story	Festivals	Space	Our Creatures	Healthy Heroes	Summertime
	Year R: Locational Knowledge -Name and locate the name of your address, town and country, classroom, school -Name and locate characteristics of Kent.					
Retrieval		<i>All My new school, knowledge Location of Sittingbourne, Iwade, Bobbing in UK</i>	<i>All My new school, knowledge Location of Sittingbourne, Iwade, Bobbing in UK, Town Centre, Sittingbourne Library,</i>	<i>All My new school, knowledge Location of Sittingbourne, Iwade, Bobbing in UK, Town Centre, Sittingbourne Library.</i>	<i>All My new school, knowledge Location of Sittingbourne, Iwade, Bobbing in UK, Town Centre, Sittingbourne Library.</i>	<i>All My new school, knowledge Location of Sittingbourne, Iwade, Bobbing in UK, Town Centre, Sittingbourne Library.</i>
Role play areas	Culturally diverse technology rich Home Corner- Outdoor: School	Culturally diverse technology rich Home Corner Outdoor: Local Town	Culturally diverse technology rich Home Corner Outdoor: Space	Culturally diverse technology rich Home Corner Outdoor: Wildlife park.	Culturally diverse technology rich Home Corner Outdoor: Local Town: Hospital, police station	Culturally diverse technology rich Home Corner Outdoor: The Island beach.
Knowledge	My house is located in My new school is located in my community. My community is located in my school. My class is located in my community. My road, my village, my town. Iwade, Bobbing, Sittingbourne.					Thames Estuary where water is enclosed by Kent. Island of Sheppey. Minster beach – An Island surrounded by water connected to Kent by two bridges.

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	<p>Villages, Towns & Cities: Iwade & Bobbing village. Sittingbourne Town. Maidstone local town. London local City. Sittingbourne and surrounding villages are located in the United Kingdom.</p> <p>To know Sittingbourne has a library – access to free books for everyone.</p>					
Vocabulary	<p>Location, community, my road, classroom pegs, classroom, top playground, lower playground, creative area, maths area, reading area, writing area, carpet, desk. Road names. Village names. Town names. Map of UK Sittingbourne marked on it.</p>					Estuary, island, bridge
	<p>Year R: Place Knowledge</p> <p>-Understand geographical similarities and differences through studying the human and physical geography of contrasting local environments</p>					
Retrieval						
Knowledge				<p>Animal habitats are all different Animals can live in different places - Woodlands and countryside, Farm animals and farmyards, our homes for pets, ponds.</p>		

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Vocabulary				Murmuration, Natural beauty, warmer, cooler, agriculture, barns, cages, wild		
	Year R: Geographical skills and fieldwork					
	§ use maps to identify our school, sea (blue), land (rock/ desert) and vegetation (green) § use aerial photographs and plan perspectives to recognise roads. Use simple fieldwork and observational skills to study the geography of their school and its ground and the key human and physical features of its surrounding environments.					
Retrieval						
Examples						
Knowledge	Geo Enquiry: What can we find at school? Photographic evidence – tech camera					Thames Estuary where water is enclosed by Kent. Island of Sheppey. Minster beach – An Island surrounded by water connected to Kent by two bridges. Beaches have stones, pebbles, sand, ocean

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						<p>What does sea glass, sea weed, rock, shells, pools, stones, materials, litter, recycling look and feel like? The wind and waves rub materials along the shore making them smooth</p> <p>Boyan Slat Beach scientist</p> <p>Trip: Minster beach</p>
Vocabulary	<p>Maps, photographs, Navigating my school: Top playground is higher and up the steps. Lower play ground is closer and under the shelter. The field is up the stairs and through the top playground. The field is further away. Shelter is outside of the classrooms. Forest School.</p>					
	<p>EYFS: Human and physical geography</p> <p>- identify seasonal and daily weather patterns in the United Kingdom</p> <p>- key physical features, including: beach, woodland, field, hill, sea, ocean, soil, season and weather.</p> <p><i>(sand, sea, shells, rocks, sticks, leaves trees, grass, bank, water, animals, mud, autumn, spring summer, winter, rain, sun, snow, sleet, temperature, climate, rainbow)</i></p>					
Retrieval						
Knowledge			<p>Migration: Birds travel to warmer countries when it starts to get cold.</p> <p>Murmuration: Birds fly over Iwade school in murmuration.</p>	<p>Weathers</p> <p>Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing, rainbows</p> <p>Season: Spring – appropriate jumper, hats</p>		

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	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
			<p>Climate: birds fly to warmer climates</p> <p>Woodlands: Hibernation: Hedgehogs, badgers and mice hibernate for the winter.</p> <p>Weathers: Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing</p> <p>Temperature: Ice can appear in outdoor classroom. Melting ice heat or salt. Salting the outdoor area for safety.</p>	<p>New plants start to grow – snowdrops, daffodils, blossom, buds, leaves</p> <p>Migration returning birds... (Retrieved)</p>		
Vocabulary			<p>Sittingbourne Library Kent Science Park</p> <p>Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing</p>	<p>Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing, rainbows snowdrops, daffodils, blossom, buds, leaves Climate</p>		

Geography curriculum map 2025/2026 – Year 1

Year 1	Subject content Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Planet Earth	Three Queens	Africa	Castles	Space Exploration	Caring for our Local Environment
Topic question	What makes planet Earth amazing?		What is Tanzania like and how is it different to where I live?	Where is the best place to build a castle?		How can we care for our local environment?
	Locational knowledge; - name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas					
Retrieval	House, class, school community, school, their journey to school, Iwade, Sittingbourne and all of the local villages, Maidstone and London are all in England, in the UK and in Europe.	House, class, school community, school, their journey to school, Iwade, Sittingbourne and all of the local villages, Maidstone and London are all in England, in the UK and in Europe. England is part of the United Kingdom, which is in the continent of Europe. The United Kingdom is made up of the countries England, Scotland, Wales and Northern Ireland and to be able to locate them on a map.	A continent is huge area of land. There are seven continents in the world and their names are: Europe, North America, South America, Asia, Africa, Oceania and Antarctica. An ocean is a huge area of water, larger than a sea. There are five oceans in the world: Atlantic, Pacific, Indian, Arctic and Southern.	England is part of the United Kingdom, which is in the continent of Europe. The United Kingdom is made up of the countries England, Scotland, Wales and Northern Ireland and to be able to locate them on a map. A capital city is where the country's government is located The capital cities of the UK are: England- London, Scotland- Edinburgh, Wales- Cardiff, Northern Ireland- Belfast.		House, class, school community, school, their journey to school, Iwade, Sittingbourne and all of the local villages, Maidstone and London are all in England, in the UK and in Europe. England is part of the United Kingdom, which is in the continent of Europe. A continent is huge area of land. There are seven continents in the world and their names are: Europe, North America, South America,

		<p>A capital city is where the country's government is located</p> <p>A government makes the laws and decisions for their country.</p> <p>The capital cities of the UK are: England- London, Scotland- Edinburgh, Wales- Cardiff, Northern Ireland- Belfast.</p> <p>Locate the countries of the United Kingdom and their capital cities on a map.</p>		<p>Locate the countries of the United Kingdom and their capital cities on a map.</p>		<p>Asia, Africa, Oceania and Antarctica.</p> <p>An ocean is a huge area of water, larger than a sea.</p> <p>There are five oceans in the world: Atlantic, Pacific, Indian, Arctic and Southern.</p>
New knowledge	<p>England in part of the United Kingdom, in the continent of Europe.</p> <p>The United Kingdom (UK) is made up of the countries England, Scotland, Wales and Northern Ireland and to be able to locate them on a map.</p> <p>A capital city is where a country's government is located.</p> <p>The capital cities of the UK are: England- London, Scotland- Edinburgh,</p>		<p>Tanzania is in the continent of Africa.</p> <p>Locate where Tanzania is in Africa.</p> <p>Know the capital of Tanzania is Dodoma.</p> <p>How is this different to where I live?</p> <p>Continent, location, not an island on its own.</p>	<p>Know where local castles- Dover, Rochester and Leeds are located.</p> <p>Recognise that castles are often near rivers, the coast, or on hills, and know these are important locations.</p>		

	<p>Wales- Cardiff, Northern Ireland- Belfast.</p> <p>Locate the countries of the United Kingdom and their capital cities on a map.</p> <p>A continent is huge area of land and there are seven of them in the world: Europe, North America, South America, Asia, Africa, Oceania and Antarctica.</p> <p>An ocean is a huge area of water, larger than a sea and there are five main oceans in the world: Atlantic, Pacific, Indian, Arctic and Southern.</p>					
Vocabulary	<p>England, Scotland, Wales, Northern Ireland, United Kingdom, Capital city, government, laws, decisions, London- capital of England and the UK, Edinburgh- capital of Scotland, Wales- capital of Wales, Belfast- capital of Northern Ireland, continent, Europe, South America, North America, Asia, Africa, Oceania.</p>		<p>Tanzania, Africa, oceans, continents, Africa, Asia, North America, South America, Antarctica, Europe.</p> <p>Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Pacific Ocean.</p> <p>Different, island.</p>			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Planet Earth	Three Queens	Africa	Turrets Towers and Tiaras	Space Exploration	Local Environment

Place knowledge						
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						
Retrieval knowledge			Key human and physical features of their local area.			
New Knowledge			<p>Tanzania is a lot larger than the UK</p> <p>Know Tanzania is generally less built up than the UK.</p> <p>Know generally, their infrastructure (buildings, schools, etc) is not as good as the UK.</p> <p>There are large cities in Tanzania- such as Dodoma.</p> <p>Tanzania is generally a poorer country than the UK.</p> <p>There are a lot of different wildlife in Tanzania compared to the UK such as: elephants, lions, leopards, rhinoceros, Buffalo, giraffe, chimpanzees among lots of others. Children may learn a wider variety than the ones mentioned.</p> <p>They have large reserves where animals are protected. Tanzania is hotter than the UK.</p> <p>It has desert.</p>			<p>Know that the following human characteristics are present in our local area: town, village, factory, farm, house, office, shop.</p> <p>To know Sittingbourne is called that because it sits on the Bourne river which flows underneath the town.</p> <p>To know other human characteristics that may not be found in Sittingbourne and surrounding villages: port harbour, city.</p> <p>Know that the following physical characteristics are present in our local area: forest, hill, beach, cliff, coast, river, estuary [to know that the water around the Isle of Sheppey is an estuary], soil, valley, vegetation, season and weather.</p> <p>To know other physical characteristics that may not</p>

						be found in our local area: mountain, ocean, sea.
Vocabulary			Tanzania, Dodoma, animals, wildlife, reserves, protect, variety, hotter.			Sittingbourne, Isle of Sheppey, villages, human features, town, village, factory, farm, house, office, shop, port, harbour, city. Physical features- beach, cliff, coast, river, estuary, soil, valley, vegetation, season, weather, forest, hill, mountain, ocean, sea.
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Planet Earth	Three Queens	Africa	Turrets Towers and Tiaras	Space Exploration	Local Environment
	<p align="center">Human and physical geography</p> <p align="center">identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p align="center">♣ use basic geographical vocabulary to refer to:</p> <p align="center">♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p align="center">♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>					
Retrieval			Human and physical geography of their local area, covered in Year R.			In the UK, weather changes based on the season- winter is often cold and damp. If we see snow, it is in Winter. Summer is warm or hot and often sunny and drier. Spring is where the weather starts to warm up and plants/ flowers start to grow again. Autumn is where the leaves fall from the trees, it gets cooler and wetter compared to summer

						<p>It is normally cooler in the evenings and the morning than the middle of the day.</p> <p>Human geography is something that is made or affected by humans such as: buildings, bridges, roads etc.</p> <p>Physical geography is geography that occurs naturally and not built/impacted by humans such as: rivers, mountains, lakes, deserts etc.</p>
<p>New knowledge</p>	<p>In the UK, weather changes based on the season- winter is often cold and damp. If we see snow, it is in Winter.</p> <p>Summer is warm or hot and often sunny and drier. Spring is where the weather starts to warm up and plants/ flowers start to grow again.</p> <p>Autumn is where the leaves fall from the trees, it gets cooler and wetter compared to summer.</p> <p>It is normally cooler in the evenings and the morning than the middle of the day.</p>		<p>Key physical features in Tanzania including: beaches cliff, coast, forest, hill, mountain, ocean, river, and weather.</p> <p>Key human features, including: city, town, village, factory, farm, house and shop</p>	<p>Recognise that a castle is a human feature and explain how it relates to surrounding physical features</p> <p>Identify physical features that make a good site for a castle (e.g. hills, cliffs, rivers).</p> <p>Identify human features linked to castles (e.g. bridges, moats, walls, gates).</p> <p>Know how physical features can help defend a castle (steep hill makes it hard to attack, river/moat for protection).</p>		<p>Know what the following human characteristics are, and some are present in our local area: town, village, factory, farm, house, office, shop, port, harbour, city.</p> <p>Know what the following physical characteristics are and some are present in our local area: forest, hill, beach, cliff, coast, river, estuary, soil, valley, vegetation, season and weather, mountain, ocean, sea.</p>

	<p>The North Pole is at the top of the world and the South Pole is at the bottom of the world. They are both very cold area of the world. The further away from the middle of the earth, the cooler it is.</p> <p>Deserts are hot.</p> <p>Human geography is something that is made or affected by humans such as: buildings, bridges, roads etc.</p> <p>Physical geography is geography that occurs naturally and not build/ impacted by humans such as: rivers, mountains, lakes, deserts etc.</p>			<p>Know how human features can help defend a castle (walls, towers, battlements).</p> <p>Compare the features of Dover, Rochester and Leeds castles – why were they built where they are?</p>		
Vocabulary	<p>Weather, spring, summer, autumn, winter, cold, damp, warm, hot, dry, snow, warm up. North Pole, South Pole, cold, deserts, hot.</p>		<p>Beaches, cliff, coast, forest, hill, mountain, ocean, river, and weather. City, town, village, factory, farm, house and shop.</p>	<p>Cliff, coast, hill, valley, moat,, Castles, Rochester, Dover, Leeds, arrow loops, portcullis, barbican, bailey, drawbridge, battlements, turret</p>		<p>forest, hill, beach, cliff, coast, river, estuary, soil, valley, vegetation, season and weather, mountain, ocean, sea, town, village, factory, farm, house, office, shop, port, harbour, city.</p>
	<p style="text-align: center;">Geographical skills and fieldwork</p> <p style="text-align: center;">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 style="text-align: center;">♣ 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>					

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Planet Earth	Three Queens	Africa	Turrets Towers and Tiaras	Space Exploration	Local Environment
Retrieval	Using maps and atlases to locate features and places studied	Use simple compass directions [<i>North, East, South, West</i>].	Use simple compass directions [<i>North, East, South, West</i>]	Use simple compass directions [<i>North, East, South, West</i>]		Thames Estuary where water is enclosed by Kent. Island of Sheppey. Minster beach – An island surrounded by water connected to Kent by two bridges. Use simple compass directions [<i>North, East, South, West</i>] Know where local castles- Dover, Rochester and Leeds.
New Knowledge	Know four main points of direction- north, east, south, west. Know that these four points are used to know which direction someone is facing or which direction something is located. Use simple compass directions [<i>North, East, South, West</i>] Use world maps, atlases and globes to identify the UK and its countries, as well as the countries,	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in this topic.	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in this topic. Locate Tanzania on the east of Africa. Locate Africa as a continent. Locate Dodoma and its location in Tanzania.	A castle is a human feature. Know where local castles- Dover, Rochester and Leeds. Use simple maps, aerial photographs and plans to spot castles and their features. Use symbols (e.g. a tower, a river) on a simple key. Use simple compass directions (north, south, east, west) when describing where castles are.		Use observation skills to study the geography of the school and its grounds and the key human and physical features (see humans and physical features) of Sittingbourne, Isle of Sheppey and surrounding villages. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in Year 1.

	continents and oceans studied in this topic.					
	Key Vocab - use basic geographical vocabulary (H&P Geography)					
	North, east, south, west. Map, atlas, United Kingdom, oceans, continents.		Africa, Tanzania, maps. Any countries that are studied during this term.			North, east, south, west. near, far, up, down, over there (when referring to something in the immediate vicinity)

Geography curriculum map 2025/2026 – Year 2

Year 2	Subject content Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.					
	Locational Knowledge name and locate the world's seven continents and five oceans ♣ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Australia	Tudors	Ice	Great Fire of London	Victorians	Pirates
Topic Assessment Question	Where would I prefer to live, Sydney or Sittingbourne?		What is it like at the North and South Poles?			What are pirates, and how did they travel around the world?
	Locational Knowledge					
Retrieval	<p>England is part of the United Kingdom, which is in the continent of Europe.</p> <p>Name and locate the world's seven continents [Europe, North America, South America, Asia, Africa, Oceania and Antarctica].</p>	<p>England is part of the United Kingdom, which is in the continent of Europe.</p> <p>The United Kingdom is made up of the countries England, Scotland, Wales and Northern Ireland and to be able to locate them on a map.</p> <p>A capital city is where the country's government is located</p> <p>Identify and locate the four countries and capital cities of the UK</p>	<p>A continent is huge area of land.</p> <p>Name and locate the world's seven continents [Europe, North America, South America, Asia, Africa, Oceania and Antarctica].</p> <p>An ocean is a huge area of water, larger than a sea.</p> <p>Name the world's five oceans: Atlantic, Pacific, Indian, Arctic, Southern.</p> <p>There is an imaginary line that runs through the middle of the earth that is called the equator. Place located on the equator are hot. Places located further away are colder.</p>			<p>England is part of the United Kingdom, which is in the continent of Europe.</p> <p>Name and locate the world's seven continents [Europe, North America, South America, Asia, Africa, Oceania and Antarctica].</p> <p>A continent is huge area of land.</p> <p>There are seven continents in the world and their names are: Europe, North America, South America, Asia, Africa, Oceania and Antarctica.</p>

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						There are five oceans in the world: Atlantic, Pacific, Indian, Arctic and Southern.
New knowledge	<p>There is an imaginary line that runs through the middle of the earth that is called the equator. Place located on the equator are hot. Places located further away are colder.</p> <p>Australia is in the continent of Oceania. Its capital city is Canberra and other main cities include Perth and Sydney. It has four seasons like us, summers are hotter than in the UK.</p>		<p>Identify the location of the North and South Poles and know they are very cold. The further you are from the centre of the earth, the colder is gets.</p>			<p>An ocean is a huge area of water, larger than a sea.</p> <p>The English Channel links to mainland Europe.</p> <p>The UK's surrounding seas and oceans: cold during the autumn and winter, warmer in the summer.</p> <p>Identify the UK's surrounding seas and oceans: Atlantic Ocean to the west, English Channel to the south and east, North Sea in the east, Irish Sea separates Great Britain from Ireland.</p>
Vocabulary	Australia, oceans, continents, seas, winter, cold, summer warm, north, east, south, west Oceania, Canberra, Perth, Sydney, seasons, equator, hot.		Continent, very cold, North Pole, South Pole, oceans. Colder, north, south, east, west, North Pole, South Pole, equator, hotter, closer, further away.			English Channel, sea, ocean, Atlantic Ocean, Pacific Ocea, Indian Ocean, Arctic Ocean, Southern Ocean
	Place knowledge					
	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					
Year 2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Australia	Stuarts	Ice	A Boy Called Dickens	Australia	Pirates

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Retrieval					<p>The UK and Australia have things that are the same and that are different.</p> <p>Similarities: Both have four seasons and have mixed weathers. Both islands surrounded by seas/ oceans. Both have a lot of their land used for farming. Both have lots of beaches and seaside places.</p> <p>Differences: UK is made up of different countries, Australia is one country. Australia is a lot bigger but has a lower population. Summers in Australia tend to be hotter. Seasons are the opposite way round due to where it is located. Australian summer December, January and February. Australia has some desert. Both countries farm different fruits and vegetables. Different housing examples.</p>	
New Knowledge	The UK and Australia have things that are the same and that are different.					

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	<p>Similarities: Both have four seasons and have mixed weathers. Both islands surrounded by seas/ oceans. Both have a lot of their land used for farming. Both have lots of beaches and seaside places.</p> <p>Differences: UK is made up of different countries, Australia is one country. Australia is a lot bigger but has a lower population. Summers in Australia tend to be hotter. Seasons are the opposite way round due to where it is located. Australian summer December, January and February. Australia has some desert. Both countries farm different fruits and vegetables. Different housing examples.</p>					
Vocabulary	UK, Australia, seasons, weather, islands, farming, seaside,				Sittingbourne, similarities, differences, Sydney.	

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	beaches, rivers, population, larger/smaller, housing.					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Australia	Stuarts	Ice	A Boy Called Dickens	Australia	Pirates
	Human & Physical Geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles ♣ 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 ♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop					
Retrieval	Human features of Sittingbourne, Isle of Sheppey and local villages. town, village, factory, farm, house, office, shop. Other human characteristics that may not be found in Sittingbourne and surrounding villages [port harbour, city] Physical features of Sittingbourne, Isle of Sheppey and local villages. beach, cliff, coast, river, estuary,					

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	<p>soil, valley, vegetation, season and weather.</p> <p>Physical characteristics that may not be found in Sittingbourne, Isle of Sheppey and surrounding villages forest, hill, mountain, ocean, sea.</p>					
<p>New Knowledge</p>	<p>Physical and human features that may be found in Australia.</p> <p>Physical: Great Barrier Coral Reef Deserts Rivers Beaches Mountains Hot summers Animals: snakes, kangaroo, koalas.</p> <p>Human: Sydney Harbour Bridge Sydney Opera House Houses, buildings</p> <p>How do these differ from Sittingbourne?</p>		<p>The closer to the equator, the hotter a place is, the further away (North and South Poles) the colder a place is.</p> <p>Features of the Poles: Physical: Ice Snow Mountains Ocean (particularly Antarctica). Human: Some humans may live or study there, but it is a lot harder to do this. A lot of scientists do research here. Some shelters/ bunkers have been built to protect people from the condition.</p>			
<p>Vocabulary</p>	<p>Similarities and differences., UK, Australia.</p>		<p>Colder, north, south, east, west, North Pole, South Pole, equator, hotter, closer, further away, shelters,</p>			

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	Physical: Great Barrier Coral Reef Deserts Rivers Beaches Mountains Hot summers Animals: snakes, kangaroo, koalas. Human: Sydney Harbour Bridge Sydney Opera House Houses, buildings		bunkers, ice, snow, Antarctica, ocean, mountains.			
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 2	Australia	Stuarts	Ice	A Boy Called Dickens	Australia	Pirates
	Geographical skills and fieldwork					
	<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>					
Retrieval	Using maps and atlases to locate features and places studied. Use simple compass directions [<i>North, East, South, West</i>].		Using maps and atlases to locate features and places studied Use simple compass directions [<i>North, East, South, West</i>]	Where is Rochester Castle located		Using maps and atlases to locate features and places studied. Use simple compass directions [<i>North, East, South, West</i>].
New Knowledge	Use simple locational and directional language to describe the location of features and routes on a map [near, far, right, left]. Use aerial photographs and plan perspectives to					Devise a simple map, using and constructing basic symbols in a key e.g. a cross for a church, a line for a bridge across water etc. Use world maps, atlases and globes.

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	recognise landmark and basic human and physical features.					
Vocabulary	Near, far, right, left, aerial, photographs, human features, physical features,		North, east, south, west.			map, symbols, key.

Geography curriculum map 2025/2026 – Year 4

Year 4	<p>Subject content – National Curriculum</p> <p>Key stage 2</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p>Locational knowledge- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities § name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time § identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge § understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography § describe and understand key aspects of: § physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle § human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork § use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied § 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 § 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>					
	Locational Knowledge					
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Rainforests and Gorillas	Rainforest and The Mayans	Dickensian Times	Natural world	Ancient Egypt	Ancient Egypt
Topic Assessment Questions	Why are the rainforests disappearing?			What causes extreme events on Earth?		
Retrieval	<p>Year R-</p> <p>Know the location of their house, school, road, village, town (Iwade, Bobbing, Sittingbourne).</p> <p>Important local settlements: Iwade, Bobbing, Sittingbourne. Maidstone, London.</p> <p>Sittingbourne, surrounding villages and towns are located in the United Kingdom.</p> <p>Thames Estuary where water is enclosed by Kent.</p> <p>Island of Sheppey. Minster beach – An Island surrounded by water connected to Kent by two bridges.</p>					

Year 1-
 England in part of the United Kingdom, in the continent of Europe.
 The United Kingdom (UK) is made up of the countries England, Scotland, Wales and Northern Ireland and to be able to locate them on a map.
 A capital city is where a country's government is located.
 The capital cities of the UK are: England- London, Scotland- Edinburgh, Wales- Cardiff, Northern Ireland- Belfast.
 Locate the countries of the United Kingdom and their capital cities on a map.
 A continent is huge area of land and there are seven of them in the world: Europe, North America, South America, Asia, Africa, Oceania and Antarctica.
 An ocean is a huge area of water, larger than a sea and there are five main oceans in the world: Atlantic, Pacific, Indian, Arctic and Southern.

Year 2-
 Identify the location of the North and South Poles and know they are very cold.
 The further you are from the centre of the earth, the colder is gets.
 There is an imaginary line that runs through the middle of the earth that is called the equator.
 Place located on the equator are hot.
 Identify the UK's surrounding seas and oceans: Atlantic Ocean to the west, English Channel to the south and east, North Sea in the east, Irish Sea separates Great Britain from Ireland.
 The UK's surrounding seas and oceans: cold during the autumn and winter, warmer in the summer.
 The English Channel links to mainland Europe.

Year 3-
 Australia is in the continent of Oceania.
 Its capital city is Canberra and other main cities include Perth and Sydney.
 It has four seasons, like us. Summers tend to be hotter than the UK.

New
 knowl
 edge

Locate the world's countries to include Europe and North and South America.

South America	Capital © and other major cities
Brazil	Brasilia ©, Sao Paulo, Rio de Janiero.
Some countries that the Amazon Rainforest runs through.	

To locate the key settlements in Dickens' life- Rochester, Canterbury, London, Portsmouth, Sheerness.

Name and locate key tectonic plates of the world:
 Locations of key volcanoes. Vesuvius- Pompeii- retrieval from Year 3
 Locate the Ring of Fire.
 Retrieve knowledge from Year 3 about features of a mountain and key mountain ranges.

	Africa					
	Democratic Republic of Congo	Kinshasa ☺				
	<p>Identify the location and significance of:</p> <p>Equator- an imaginary line running through the centre of the world, equal distance between the north and south pole.</p> <p>Northern Hemisphere- North of the equator.</p> <p>Southern Hemisphere- south of the equator.</p> <p>The hemispheres have different weathers, seasons due to the sun's position. E.G When it is summer in the UK, it is winter in Australia.</p> <p>Tropics of Cancer and Capricorn- the areas closest to the equator, up to 23degrees.</p> <p>This is where the Tropical rainforests are located.</p> <p>Arctic and Antarctic circles- extreme north and south of the planet. Mostly covered in ice.</p> <p>Longitude and latitude are systems of imaginary lines that are used to describe the position of places on earth. Longitude runs north/south. Latitude runs west to east.</p>					

	<p>Location of Amazon rainforest including the countries it runs through.</p> <p>Location of the Congo Rainforest.</p> <p>Location of the Amazon River and the countries it runs through.</p> <p>Location of the Congo River.</p>					
Vocabulary	<p>Europe, North America, South America, countries covered, equator, hemispheres, northern hemisphere, southern hemisphere, weather, seasons, Tropic of Cancer, Tropic of Capricorn, rainforests, Arctic circle, Antarctic circle, north, east, south, west, longitude, latitude, Amazon, rivers, Congo.</p>		<p>Settlements, Rochester, Canterbury, Portsmouth, Sheerness.</p>	<p>Tectonic plates, volcanoes, Vesuvius, Pompeii, Ring of Fire, features, mountain, mountain ranges.</p>		
Place knowledge						
Year 4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Rainforests and Gorillas	Rainforest and The Mayans	Dickensian Times	Natural world	Ancient Egypt	Ancient Egypt
Retrieval/previous learning.	<p>Year R: Animal habitats are all different. Animals can live in different places - Woodlands and countryside, Farm animals and farmyards, our homes for pets, ponds.</p> <p>Year 1 Know that the following human characteristics are present in our local area: town, village, factory, farm, house, office, shop. To know other human characteristics that may not be found in Sittingbourne and surrounding villages: port harbour, city. Know that the following physical characteristics are present in our local area: forest, hill, beach, cliff, coast, river, estuary [to know that the water around the Isle of Sheppey is an estuary], soil, valley, vegetation, season and weather. To know other physical characteristics that may not be found in our local area: mountain, ocean, sea.</p> <p>Year 2:</p>					

	<p>The UK and Australia have things that are the same and that are different.</p> <p>Similarities:</p> <p>Both have four seasons and have mixed weathers.</p> <p>Both islands surrounded by seas/ oceans.</p> <p>Both have a lot of their land used for farming.</p> <p>Both have lots of beaches and seaside places.</p> <p>Differences:</p> <p>UK is made up of different countries, Australia is one country.</p> <p>Australia is a lot bigger but has a lower population.</p> <p>Summers in Australia tend to be hotter.</p> <p>Seasons are the opposite way round due to where it is located. Australian summer December, January and February.</p> <p>Australia has some desert.</p> <p>Both countries farm different fruits and vegetables.</p> <p>Different housing examples.</p> <p>Year 3:</p> <p>To understand a lot of the Caribbean land was used for growing crops Know, due to weather, a lot of the crops were destroyed.</p> <p>The weather in Trinidad can be very varied from very hot and dry to very wet and stormy including hurricanes but is generally always warm or hot.</p> <p>To know a hurricane is a very destructive heavy storm with huge winds and amounts of rain.</p> <p>To understand the weather in the UK was cold and damp.</p> <p>A lot of people in the Caribbean lived in poor condition, poor housing and did not have a lot of money.</p> <p>Map the journey of people from Trinidad and other Caribbean islands to England.</p> <p>Know physical geography: crops, farmland, coast, mountainous from images (Windrush foundation)</p> <p>Human features: small houses, not built up.</p> <p>To understand UK was very different to the Caribbean more built up and industrial with higher building, more people, more larger settlements.</p> <p>Retrieve key physical features of our local area- Sittingbourne, Sheppey and local villages.</p> <p>Retrieve key human features of our local area- Sittingbourne, Sheppey and local villages.</p> <p>Identify and understand key physical and human features within Onesti in Romania.</p> <p>Compare physical and human features of Sittingbourne, Sheppey and villages and Onesti in Romania.</p>					
<p>New Knowl edge</p>	<p>Similarities and differences in human and physical geography between the Amazon rainforest and the UK.</p> <p>Physical: Weather- humidity, rainfall, temperature, seasons,</p>					

	hemisphere, climate, landscape and vegetation Human: Deforestation in both areas, significantly higher population in the UK, land is used differently (less farming, built up areas).					
Vocabulary	Physical, human, Amazon, UK, humidity, rainfall, temperature, seasons, hemisphere, climate, landscape, vegetation, deforestation, land use, farming.					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Rainforests and Gorillas	Rainforest and The Mayans	Dickensian Times	Natural world	Ancient Egypt	Ancient Egypt
Human & Physical Geography						
	<p>Year R: Migration: Birds travel to warmer countries when it starts to get cold. Murmuration: Birds fly over lwaade school in murmuration. Climate: birds fly to warmer climates Woodlands: Hibernation: Hedgehogs, badgers and mice hibernate for the winter. Weathers: Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing Temperature: Ice can appear in outdoor classroom. Melting ice heat or salt. Salting the outdoor area for safety. Weathers: Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing, rainbows Season: Spring – appropriate jumper, hats New plants start to grow – snowdrops, daffodils, blossom, buds, leaves</p> <p>Year 1: In the UK, weather changes based on the season- winter is often cold and damp. If we see snow, it is in Winter. Summer is warm or hot and often sunny and drier. Spring is where the weather starts to warm up and plants/ flowers start to grow again. Autumn is where the leaves fall from the trees, it gets cooler and wetter compared to summer. It is normally cooler in the evenings and the morning that the middle of the day.</p>					

	<p>The North Pole is at the top of the world and the South Pole is at the bottom of the world. They are both very cold area of the world. The further away from the middle of the earth, the cooler it is. Deserts are hot. Human geography is something that is made or affected by humans such as: buildings, bridges, roads etc. Physical geography is geography that occurs naturally and not build/ impacted by humans such as: rivers, mountains, lakes, deserts etc. Know what the following human characteristics are, and some are present in our local area: town, village, factory, farm, house, office, shop, port, harbour, city. Know what the following physical characteristics are and some are present in our local area: forest, hill, beach, cliff, coast, river, estuary, soil, valley, vegetation, season and weather, mountain, ocean, sea.</p> <p>Year 2: Physical and human features that may be found in Australia. Physical: Great Barrier Coral Reef, Deserts, Rivers, Beaches, Mountains, Hot summers, Animals: snakes, kangaroo, koalas. Human: Sydney Harbour Bridge, Sydney Opera House, Houses, buildings How do these differ from the UK? The closer to the equator, the hotter a place is. The further away (North and South Poles) the colder a place is.</p> <p>Year 3: Be able to describe key aspects of physical geography- Rivers: What a river is. What the source and mouth of a river is and where they flow. Know how a river is formed and its key features and where they occur. Features of a river: Upper, middle and lower course, meander, Oxbow lakes, tributaries, floodplains, waterfalls. Physical geography- mountains. Tall- over 980ft, often have snow on the top due to colder temperatures, tree lines. Describe how settlements have changed over time@ more cities have been developed, are larger. Land is used differently: less farming, more industrial, more houses.</p>					
<p>New Knowledge</p>	<p>Key features of a rainforest Physical: Four layers of the rainforest- forest floor, understory, canopy, emergent.</p>			<p>Retrieve knowledge from Year 3 about features of a mountain and key mountain ranges.</p> <p>Know the world's crust is split into rocky sections called plate tectonics. These fit together</p>		

<p>There are a range of animals that live here. Human: There are settlements in the rainforest where people live.</p> <p>Be able to define a biome- Biomes are communities of plants and animals that have adapted common characteristics, to survive in a certain environment and climate.</p> <p>To know tropical rainforest is a type of biome. Rainforests- brightly coloured macaws</p> <p>To know the other biomes are: tropical</p>			<p>like pieces of a puzzle that make up the world. These plates move constantly. Know these plates impact the earth in forming mountains, volcanoes and natural disasters such as earthquakes and tsunamis. The plates move in different directions causing friction. This causes energy to build up over a long period of time. Sometimes the energy is released which causes a shockwave- an earthquake. Be able to describe key aspects of physical geography including how they are formed: Mountains: formed by two of the plates pressing towards each other causing the plate to buckle, pushing the crust upwards to form a mountain. Volcano- formed when magma from the crust pushes itself through a shaft onto the surface. When erupted and cooled, it forms rocks which form volcanoes. To know the Ring of Fire is an area, shaped like a horseshoe, in the Pacific Ocean where 75% of the world's active</p>		
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	<p>rainforests, deserts, savannah, woodlands, grasslands, tundra.</p> <p>Deserts- small shrubs and cacti</p> <p>Savannah- grasses and shrubs- animals such as zebra, elephants (leading to Y5)</p> <p>Woodlands- mainly trees</p> <p>Grasslands- grass, zebra, elephants and rhinos (leading to Year 5Y5)</p> <p>Tundra- polar bears, penguins.</p>			<p>volcanoes are and where 90% of all earthquakes occur.</p>		
<p>Vocabulary</p>	<p>Layers, Forest Floor, understory, canopy, emergent, animals, settlements, biome, climate, deserts, Tropical rainforests, Tundra, Savannah,</p>			<p>Mountains, mountain ranges, formation, crust, rocky, earthquakes, tsunamis, tectonic plates, volcano, Ring of Fire, eruption, rocks, cooling, active volcano, dormant volcano.</p>		

	grasslands, woodlands.					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 4	Rainforests and Gorillas	Rainforest and The Mayans	Dickensian Times	Natural world	Ancient Egypt	Ancient Egypt
	Geographical skills and fieldwork					
	Fieldwork- must be progressive. The activity may be the same, however the knowledge and skills being used must be progressed. The focus should be on the children applying the new knowledge gained in this term. Retrieval practice should be done but must not be the main focus					
	<p>Thames Estuary where water is enclosed by Kent. Island of Sheppey. Minster beach – An Island surrounded by water connected to Kent by two bridges. Beaches have stones, pebbles, sand, ocean What does sea glass, sea weed, rock, shells, pools, stones, materials, litter, recycling look and feel like? The wind and waves rub materials along the shore making them smooth</p> <p>Year 1 Know four main points of direction- north, east, south, west. Know that these four points are used to know which direction someone is facing or which direction something is located. Use simple compass directions [<i>North, East, South, West</i>] Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in this topic. A castle is a human feature. Know where local castles- Dover, Rochester and Leeds. Use observation skills to study the geography of the school and its grounds and the key human and physical features (see humans and physical features) of Sittingbourne, Isle of Sheppey and surrounding villages. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied</p> <p>Year 2: Use simple locational and directional language to describe the location of features and routes on a map [near, far, right, left]. Use aerial photographs and plan perspectives to recognise landmark and basic human and physical features. Devise a simple map, using and constructing basic symbols in a key e.g. a cross for a church, a line for a bridge across water etc. Use world maps, atlases and globes.</p> <p>Year 3: Use maps and atlases (including symbols and keys) to locate countries studied. Use images available to observe key geographical features of the Caribbean at that time. Use online mapping including Digimaps to study areas</p>					

New Knowledge	<p>Use maps, atlases, and globes to locate countries describe features studied.</p> <p>Be able to use the eight points of a compass [North, North-East, East, South-East, South, South-West, West, North-West]</p> <p>Use digital technologies (Digi maps) to observe areas of study.</p>		<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use Digimaps to see how key places in Dickens' life have changed over time.</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies (Digi maps) to observe areas of study.</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies (Digi maps) to observe areas of study.</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies (Digi maps) to observe areas of study.</p>
Vocabulary	<p>Maps, atlases, Digital mapping, Digimaps, North, North-east, East, South-east, South, South-west, West, North-west.</p>		<p>Digimaps, changes.</p>	<p>Observe, maps, atlases, locate</p>	<p>Digimaps, observe.</p>	<p>Digimaps, observe.</p>

Geography curriculum map 2025/2026 – Year 5

Year 5	<p>Subject content Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p>Locational knowledge- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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 ♣ 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>
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Locational Knowledge

Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Inspirational Women (Rebel Girls)	Ancient Greece	Space Vikings & Saxons	Vikings and Anglo Saxons	Sustaining our World	Hunting & Elephants

Retrieval	<p>Year R- Know the location of their house, school, road, village, town (Iwade, Bobbing, Sittingbourne). Important local settlements: Iwade, Bobbing, Sittingbourne. Maidstone, London. Sittingbourne, surrounding villages and towns are located in the United Kingdom. Thames Estuary where water is enclosed by Kent. Island of Sheppey. Minster beach – An Island surrounded by water connected to Kent by two bridges.</p> <p>Year 1- England in part of the United Kingdom, in the continent of Europe. The United Kingdom (UK) is made up of the countries England, Scotland, Wales and Northern Ireland and to be able to locate them on a map. A capital city is where a country’s government is located. The capital cities of the UK are: England- London, Scotland- Edinburgh, Wales- Cardiff, Northern Ireland- Belfast. Locate the countries of the United Kingdom and their capital cities on a map.</p>
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A continent is huge area of land and there are seven of them in the world: Europe, North America, South America, Asia, Africa, Oceania and Antarctica.
 An ocean is a huge area of water, larger than a sea and there are five main oceans in the world: Atlantic, Pacific, Indian, Arctic and Southern.

Year 2-

Identify the location of the North and South Poles and know they are very cold.

The further you are from the centre of the earth, the colder it gets.

There is an imaginary line that runs through the middle of the earth that is called the equator.

Places located on the equator are hot.

Identify the UK's surrounding seas and oceans: Atlantic Ocean to the west, English Channel to the south and east, North Sea in the east, Irish Sea separates Great Britain from Ireland.

The UK's surrounding seas and oceans: cold during the autumn and winter, warmer in the summer.

The English Channel links to mainland Europe.

Year 3-

Australia is in the continent of Oceania.

Its capital city is Canberra and other main cities include Perth and Sydney.

It has four seasons, like us. Summers tend to be hotter than the UK.

Year 4-

Locate the world's countries to include Europe and North and South America.

Brazil- Brasilia (capital), Sao Paulo, Rio de Janeiro. Democratic Republic of Congo (Kinshasa)

Identify the location and significance of: Equator- an imaginary line running through the centre of the world, equal distance between the north and south pole.

Northern Hemisphere- North of the equator. Southern Hemisphere- south of the equator.

The hemispheres have different weathers, seasons due to the sun's position. E.G When it is summer in the UK, it is winter in Australia.

Tropics of Cancer and Capricorn- the areas closest to the equator, up to 23degrees. This is where the Tropical rainforests are located.

Arctic and Antarctic circles- extreme north and south of the planet. Mostly covered in ice.

Longitude and latitude are systems of imaginary lines that are used to describe the position of places on earth.

Longitude runs north/south. Latitude runs west to east.

Location of Amazon rainforest including the countries it runs through. Location of the Congo Rainforest. Location of the Amazon River and the countries it runs through.

Location of the Congo River.

To locate the key settlements in Dickens' life- Rochester, Canterbury, London, Portsmouth, Sheerness

Name and locate key tectonic plates of the world: Locations of key volcanoes. Vesuvius- Pompeii- retrieval from Year 3 Locate the Ring of Fire.

Retrieve knowledge from Year 3 about features of a mountain and key mountain ranges.

New knowledge

Locate the countries of significant people covered.
 Location of Niagara Falls.

Locate Greece and the countries it now borders.

Understand towns and cities have changed over time- change of name and

Know that a county is an area of land that includes towns, villages, cities and

Locate the world's countries covered- particularly those who have a high population of

		<p>Know that Greece is the southernmost country in Europe. Know Greece is surrounded by the Aegon Sea, Mediterranean Sea. Know the location of Mount Olympus.</p> <p>Compare the location of ancient Greece to modern Greece. Coastlines have changed, use a map to locate. Bordering countries have changed. Collection of state to now a whole country.</p>	<p>location based on who has rules over the country. Recall Year 3: What longitude and latitude are. To understand the Greenwich Meridian a line from North to South. Every place on earth was measured in terms of its distance east or west. Understand time zones are dependent on an area's location compared to GMT.</p>	<p>the land is used for different things. Know there are multiple counties. Name counties near children's locality Kent, East Sussex, West Sussex, Greater London, Surrey, Essex.</p>		<p>elephants (countries in central and eastern Africa e.g. Tanzania).</p> <p>Recap: Location and significance of equator, tropics, north and south pole.</p>
Vocabulary	Niagara Falls, Canada, United States of America.	Greece, southernmost, Europe, Aegon Sea, Mediterranean Sea, Mount Olympus, ancient, modern, changes over time, country, city states.	Longitude, latitude, Greenwich, Meridian line, North, South, east, west, distance, closer, further away, time zones.	Towns, villages, cities, land use, counties, Kent, East Sussex, West Sussex, Greater London, Surrey, Essex.		Tanzania, Africa, high population, equator, tropics, North Pole, South Pole.
Place knowledge						
Year 5	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Inspirational Women (Rebel Girls)	Ancient Greece	Space	Vikings and Anglo Saxons	Sustaining our World	Hunting & Elephants
Retrieval	<p>Year R: Animal habitats are all different. Animals can live in different places - Woodlands and countryside, Farm animals and farmyards, our homes for pets, ponds.</p> <p>Year 1 Know that the following human characteristics are present in our local area: town, village, factory, farm, house, office, shop. To know other human characteristics that may not be found in Sittingbourne and surrounding villages: port harbour, city.</p>					

Know that the following **physical characteristics** are present in our local area: forest, hill, beach, cliff, coast, river, estuary [to know that the water around the Isle of Sheppey is an estuary], soil, valley, vegetation, season and weather.

To know other **physical characteristics** that may not be found in our local area: mountain, ocean, sea.

Year 2:

The UK and Australia have things that are the same and that are different.

Similarities:

Both have four seasons and have mixed weathers.

Both islands surrounded by seas/ oceans.

Both have a lot of their land used for farming.

Both have lots of beaches and seaside places.

Differences:

UK is made up of different countries, Australia is one country.

Australia is a lot bigger but has a lower population.

Summers in Australia tend to be hotter.

Seasons are the opposite way round due to where it is located. Australian summer December, January and February.

Australia has some desert.

Both countries farm different fruits and vegetables.

Different housing examples.

Year 3:

To understand a lot of the Caribbean land was used for growing crops

Know, due to weather, a lot of the crops were destroyed.

The weather in Trinidad can be very varied from very hot and dry to very wet and stormy including hurricanes but is generally always warm or hot.

To know a hurricane is a very destructive heavy storm with huge winds and amounts of rain.

To understand the weather in the UK was cold and damp.

A lot of people in the Caribbean lived in poor condition, poor housing and did not have a lot of money.

Map the journey of people from Trinidad and other Caribbean islands to England.

Know physical geography: crops, farmland, coast, mountainous from images (Windrush foundation)

Human features: small houses, not built up.

To understand UK was very different to the Caribbean more built up and industrial with higher building, more people, more larger settlements.

Retrieve key physical features of our local area- Sittingbourne, Sheppey and local villages.

Retrieve key human features of our local area- Sittingbourne, Sheppey and local villages.

Identify and understand key physical and human features within Onesti in Romania.

Compare physical and human features of Sittingbourne, Sheppey and villages and Onesti in Romania.

Year 4-

	<p>Similarities and differences in human and physical geography between the Amazon rainforest and the UK. Physical: Weather- humidity, rainfall, temperature, seasons, hemisphere, climate, landscape and vegetation Human: Deforestation in both areas, significantly higher population in the UK, land is used differently (less farming, built up areas).</p>					
New Knowledge	<p>Retrieval of river from Year 3. Rivers, waterfalls. Identify significant physical features of the area around Niagara Falls: River Waterfall Forests Meanders Identify significant human features of the area around Niagara Falls: Bridges Viewing platforms Boats Shops Town Hotels Similarities and differences between the area around Niagara Falls and the area around River Stour in Canterbury. Larger city surrounding, more built up but with gardens. River is smaller, has some tourist boats (punting), small river tours similar to Maid of the Mist. No waterfall, some meanders.</p>	<p>Compare the overall geography of Greece to the UK: More mountainous Most significant cities are on the coast. Closer to the equator so it is warmer. Both have coastlines. Both have many islands Both in the northern hemisphere.</p>	<p>To know the locations of key countries/ sites involved in Space exploration.</p>	<p>Vikings and Saxons settled in the local area- evidence of settlements all around. The locations of Saxon and Viking raids/ settlements in the local area including how they travelled from Europe.</p>		<p>Could elephants live in the UK? Compare using land use knowledge (human and physical) Weather- they live in hotter climate. Location compared to the equator.</p>

Vocabulary	Rivers, waterfalls, Niagara Falls, Forests Meanders, Bridges Viewing platforms, Boats, Shops, Town, Hotels, River Stour, Canterbury, tourism.	Mountains, cities, equator, coastlines, islands, northern hemisphere.		Vocabulary around local area e.g. Middletune.		
Human and Physical Geography						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Inspirational Figures (Rebel Girls)	Ancient Greece	Space	Vikings and Anglo Saxons	Landfill	Hunting & Elephants
Retrieval	<p>Year R:</p> <p>Migration: Birds travel to warmer countries when it starts to get cold.</p> <p>Murmuration: Birds fly over Iwade school in murmuration.</p> <p>Climate: birds fly to warmer climates</p> <p>Woodlands: Hibernation: Hedgehogs, badgers and mice hibernate for the winter.</p> <p>Weathers: Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing</p> <p>Temperature: Ice can appear in outdoor classroom. Melting ice heat or salt. Salting the outdoor area for safety.</p> <p>Weathers: Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing, rainbows</p> <p>Season: Spring – appropriate jumper, hats. New plants start to grow – snowdrops, daffodils, blossom, buds, leaves</p> <p>Year 1:</p> <p>In the UK, weather changes based on the season- winter is often cold and damp.</p> <p>If we see snow, it is in Winter. Summer is warm or hot and often sunny and drier. Spring is where the weather starts to warm up and plants/ flowers start to grow again.</p> <p>Autumn is where the leaves fall from the trees, it gets cooler and wetter compared to summer.</p> <p>It is normally cooler in the evenings and the morning than the middle of the day.</p> <p>The North Pole is at the top of the world and the South Pole is at the bottom of the world.</p> <p>They are both very cold areas of the world.</p> <p>The further away from the middle of the earth, the cooler it is.</p> <p>Deserts are hot.</p> <p>Human geography is something that is made or affected by humans such as: buildings, bridges, roads etc.</p> <p>Physical geography is geography that occurs naturally and not built/ impacted by humans such as: rivers, mountains, lakes, deserts etc.</p> <p>Know what the following human characteristics are, and some are present in our local area: town, village, factory, farm, house, office, shop, port, harbour, city.</p> <p>Know what the following physical characteristics are and some are present in our local area: forest, hill, beach, cliff, coast, river, estuary, soil, valley, vegetation, season and weather, mountain, ocean, sea.</p>					

Year 2:

Physical and human features that may be found in Australia.

Physical: Great Barrier Coral Reef, Deserts, Rivers, Beaches, Mountains, Hot summers, Animals: snakes, kangaroo, koalas.

Human: Sydney Harbour Bridge, Sydney Opera House, Houses, buildings

How do these differ from the UK?

The closer to the equator, the hotter a place is. The further away (North and South Poles) the colder a place is.

Year 3:

Be able to describe key aspects of physical geography- Rivers:

What a river is. What the source and mouth of a river is and where they flow.

Know how a river is formed and its key features and where they occur.

Features of a river:

Upper, middle and lower course, meander, Oxbow lakes, tributaries, floodplains, waterfalls.

Physical geography- mountains.

Tall- over 980ft, often have snow on the top due to colder temperatures, tree lines.

Describe how settlements have changed over time@ more cities have been developed, are larger.

Land is used differently: less farming, more industrial, more houses.

Year 4-

Key features of a rainforest

Physical: Four layers of the rainforest- forest floor, understory, canopy, emergent. There are a range of animals that live here.

Human: There are settlements in the rainforest where people live.

Be able to define a biome- Biomes are communities of plants and animals that have adapted common characteristics, to survive in a certain environment and climate.

To know tropical rainforest is a type of biome. Rainforests- brightly coloured macaws

To know the other biomes are: tropical rainforests, deserts, savannah, woodlands, grasslands, tundra.

Deserts- small shrubs and cacti Savannah- grasses and shrubs- animals such as zebra, elephants (leading to Y5) Woodlands- mainly trees

Grasslands- grass, zebra, elephants and rhinos (leading to Year 5Y5) Tundra- polar bears, penguins.

Retrieve knowledge from Year 3 about features of a mountain and key mountain ranges.

Know the world's crust is split into rocky sections called plate tectonics. These fit together like pieces of a puzzle that make up the world.

These plates move constantly. Know these plates impact the earth in forming mountains, volcanoes and natural disasters such as earthquakes and tsunamis.

The plates move in different directions causing friction. This causes energy to build up over a long period of time. Sometimes the energy is released which causes a shockwave- an earthquake.

Be able to describe key aspects of physical geography including how they are formed:

Mountains: formed by two of the plates pressing towards each other causing the plate to buckle, pushing the crust upwards to form a mountain.

Volcano- formed when magma from the crust pushes itself through a shaft onto the surface. When erupted and cooled, it forms rocks which form volcanos.

To know the Ring of Fire is an area, shaped like a horseshoe, in the Pacific Ocean where 75% of the world's active volcanoes are and where 90% of all earthquakes occur.

New Knowledge	Human features of Niagara Physical features of Niagara Human features of Canterbury Physical features of Canterbury	<p>Physical features of Greece: Mount Olympus Seas- Aegon, Mediterranean. Coastline- Largest coastline in Europe.</p>			To know that land is used for different purposes. The key uses of land are: Agriculture, commercial (retail, industrial, business), recreational, transport. Others may include forests, open land, water (which could be used for recreational and environmental reasons, protected.	<p>Retrieval from Year 4: Biomes before moving on to: Climate zones. A climate zone is an area with distinct climates including weather patterns, rainfall. This helps understand the types of animals, plants that live in each area. Linked to biomes. Each biome has a distinct climate. Types of settlement: hamlet, village, town, city.</p>
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Geographical skills and fieldwork						
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 5	Inspirational Figures (Rebel Girls)	Ancient Greece	Space	Vikings and Anglo Saxons	Sustaining our World	Hunting & Elephants

Geographical skills and fieldwork

Fieldwork- must be progressive. The activity may be the same, however the knowledge and skills being used must be progressed. The focus should be on the children applying the new knowledge gained in this term. Retrieval practice should be done but must not be the main focus

Retrieval

Year R-
Thames Estuary where water is enclosed by Kent. Island of Sheppey. Minster beach – An Island surrounded by water connected to Kent by two bridges.
Beaches have stones, pebbles, sand, ocean
What does sea glass, sea weed, rock, shells, pools, stones, materials, litter, recycling look and feel like? The wind and waves rub materials along the shore making them smooth

Year 1
Know four main points of direction- north, east, south, west.
Know that these four points are used to know which direction someone is facing or which direction something is located.
Use simple compass directions [*North, East, South, West*]
Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in this topic.
A castle is a human feature. Know where local castles- Dover, Rochester and Leeds.

	<p>Use observation skills to study the geography of the school and its grounds and the key human and physical features (see humans and physical features) of Sittingbourne, Isle of Sheppey and surrounding villages. Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied</p> <p>Year 2: Use simple locational and directional language to describe the location of features and routes on a map [near, far, right, left]. Use aerial photographs and plan perspectives to recognise landmark and basic human and physical features. Devise a simple map, using and constructing basic symbols in a key e.g. a cross for a church, a line for a bridge across water etc. Use world maps, atlases and globes.</p> <p>Year 3: Use maps and atlases (including symbols and keys) to locate countries studied. Use images available to observe key geographical features of the Caribbean at that time. Use online mapping including Digimaps to study areas</p> <p>Year 4- Use maps, atlases, and globes to locate countries describe features studied. Be able to use the eight points of a compass [North, North-East, East, South-East, South, South-West, West, North-West] Use digital technologies (Digi maps) to observe areas of study.</p>					
<p>New Knowledge</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies such as Digi maps and Google maps to support learning.</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies such as Digi maps and Google maps to support learning.</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies such as Digi maps and Google maps to support learning.</p>	<p>Use maps, atlases and globes to locate countries studied and describe features studied.</p>	<p>Use digital technologies such as Digi maps and Google maps to support learning.</p>	<p>Be able to use four figure grid references to build on their knowledge of their local area.</p> <p>Use maps, atlases and globes to locate countries studied and describe features studied.</p> <p>Use digital technologies such as Digi maps and Google maps to support learning.</p>

Geography curriculum map 2024/2025 – Year 6

Year 6	<p>Subject content</p> <p>Key stage 2 Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:</p> <p>Locational knowledge- locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ♣ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Place knowledge ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Geographical skills and fieldwork ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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 ♣ 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>
Locational Knowledge	
Retrieval	<p>Year R: Locational Knowledge-Name and locate the name of your address, town and country, classroom, school. -Name and locate characteristics of Kent. My house is located in. My new school is located in. My community is located in my school. My class is located in my community. Located in my classroom are toilets, pegs, classroom, top playground, lower playground, my outdoor area, areas creative area, maths area, reading area, writing area, carpet, desk, my table my book bag box, my water bottle container.</p> <p>Journey: My road, My village, My town. Iwade Sittingbourne. Villages, Towns & Cities: Iwade & Bobbing village. Sittingbourne Town. Maidstone local town. London local City. Sittingbourne and surrounding villages are located in the United Kingdom.</p> <p>Thames Estuary where water is enclosed by Kent. Island of Sheppey. Minster beach – An Island surrounded by water connected to Kent by two bridges.</p> <p>Year 1 Locational Knowledge Name the world’s seven continents [Europe, North America, South America, Asia, Africa, Oceania and Antarctica]. To know that The U.K. is part of Europe. Name and locate the four countries and capital cities of the UK. [England (London), Scotland (Edinburgh), Wales (Cardiff) and Northern Ireland (Belfast)]. Name the world’s five oceans [Atlantic, Pacific, Indian, Arctic and Southern]. The location of hot and cold areas in the world. Retrieve the name and location of countries studied in Year 1 and 2, including countries from Africa topic.</p> <p>Year 2 Locational Knowledge</p>

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	<p>Identify characteristics of the UK's surrounding seas and oceans [Atlantic Ocean to the west; English Channel to the South until it joins the; North Sea in the east; Atlantic to the west; Irish Sea (separates Great Britain from Ireland). Y2T1 Children to understand that the English Channel links to the rest of Europe. Y2T1 Identify the equator and North and South Poles. Y2T3 Year 3 Locate the world's countries using maps focussing on Europe (including the location of Russia), concentrating on capitals and major cities]. Europe Capital ©,and other major cities Italy Rome © France Paris© Germany Berlin ©, Munich. Greece Athens © The Netherlands (not Holland) Russia (covers Europe and Asia) Moscow ©,Saint Petersburg Understand that the earth is split into sections. [Northern Hemisphere (children must know that we live here and all of Europe is found here), and Southern Hemisphere (Australia (Y2T4) and most of Africa (Y1T4- children to recall countries covered) is here). Year 4 Locate the world's countries to include Europe and North and South America. South America Capital © and other major cities Brazil Brasilia ©,Sao Paulo, Rio de Janiero. Some countries that the Amazon Rainforest runs through.Africa Democratic Republic of Congo Kinshasa © Be able to identify the location and significance of: equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic circles Year 5 Locate the world's countries Understand what longitude and latitude are. To understand what the Greenwich Median is- a line from North to South. Every place on earth was measured in terms of its distance east or west. To understand time zones are dependent on an area's location compared to GMT. Be able to name and locate counties and cities within the UK [To know there are multiple counties. To be able to name counties near children's locality Kent, East Sussex, West Sussex, Greater London, Surrey, Essex] Understand how these have changed over time- change of name and location based on who has rules over the country. Concentrate on environmental regions, key physical and human characteristics and major cities.</p>					
Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	WWII	Windrush	The Impact of Dickens	Can we save the tiger?	Great Adventures	The Greatest Show
	Locational Knowledge					
New knowledge	To locate the countries involved in World War Two including the Allies and Axis. To locate key battle areas (Europe, Pacific).	Locate the Caribbean and key countries whose population migrated to the UK.		Name and locate countries and continents where tigers live (India, Bangladesh, Russia, China, Southeast Asia). Identify tiger habitats on world maps and globes. Understand how the distribution of tigers relates to biomes (tropical rainforest, grasslands, mangroves).	Be able to name and locate topological features [see below] and land use patterns- Year 5 , in the UK Know that Mount Snowdon is the highest mountain in England and Wales. Know that Ben Nevis is the highest mountain in the UK. Know that Scarfell Pike is the highest mountain in England.	

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					<p>Know that the River Severn is the longest in England. Know the river Medway is a local river. Know the river Thames runs through London, our capital city.</p> <table border="1"> <tr> <td>Mountains</td> <td>Rivers</td> </tr> <tr> <td>Ben Nevis-highest in the UK</td> <td>Severn-longest in the UK.</td> </tr> <tr> <td>Snowdon-highest in England and Wales</td> <td>Medway-local.</td> </tr> <tr> <td>Scarfell Pike-highest in England</td> <td>Thames</td> </tr> </table>	Mountains	Rivers	Ben Nevis-highest in the UK	Severn-longest in the UK.	Snowdon-highest in England and Wales	Medway-local.	Scarfell Pike-highest in England	Thames	
Mountains	Rivers													
Ben Nevis-highest in the UK	Severn-longest in the UK.													
Snowdon-highest in England and Wales	Medway-local.													
Scarfell Pike-highest in England	Thames													
Vocabulary	Axis, Allies, names of key countries involved in the war.	Caribbean, countries in the Caribbean covered that were involved in Windrush.		Population, tiger, countries in which tigers live, savannah.	Ben Nevis, Snowdon, Severn, Medway, Thames, Scarfell Pike. Any retrieval vocabulary needed for children.									
	Place knowledge													
Retrieval	<p>Year R; Weathers - Sunny, rainy, warm, ice, snow sleet, fog, cloudy, grey, cold, freezing, Rainbows, storms – thunder, lightning, dry, shadows Season: Autumn, Winter, Spring Summer - appropriate clothes Migration: Birds travel to warmer countries when it starts to get cold. Murmuration: Birds fly over l wade school in murmuration. Climate: birds fly to warmer climates Woodlands: Hibernation: Hedgehogs, badgers and mice hibernate for the winter. Observe trees with no leaves. The sun is up for a shorter period of time and so leaves do not grow. Trees look silhouette like Temperature: Ice can appear in outdoor classroom. Melting ice heat or salt. Salting the outdoor area for safety. Night time we face away from the sun. Day time we face the sun. New plants start to grow – snowdrops, daffodils, blossom, buds, leaves Beaches: Clean beaches Contrast/ diversity to Paraguay beach rubbish, giant ocean garbage patch. Littering. Changing environments. Find materials in our local environment including rubbish. Plastic, card, paper, glass. What does sea glass, sea weed, rock, shells, pools, stones, materials, litter, recycling look and feel like? The wind and waves rub materials along the shore making them smooth</p>													

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	<p>Year 1 To locate the North and South Pole and know that they are cold areas of the world. The location of hot and cold areas in the world [Deserts, North Pole and South Pole] Study Sittingbourne, Isle of Sheppey and local villages, focussing on human characteristics [town, village, factory, farm, house, office, shop] To know other human characteristics that may not be found in Sittingbourne and surrounding villages [port harbour, city] Study Sittingbourne, Isle of Sheppey and local villages, focussing on physical characteristics [beach, cliff, coast, river, estuary [to know that the water around the Isle of Sheppey is an estuary], soil, valley, vegetation, season and weather]. To know other physical characteristics that may not be found in Sittingbourne, Isle of Sheppey and surrounding villages [forest, hill, mountain, ocean, sea].</p> <p>Year 2 Location of hot and cold areas of the world in relation to the Equator and North and South Poles [the closer to the equator, the hotter a place is, the further away (North and South Poles) the colder a place is. Y2T3 Understand similarities and differences in the geography of a small area of the UK and a small areas of a contrasting non-European country. Y2T4 Understand key similarities and differences in physical and human geography of a region of the UK and a region within a European country.</p> <p>Year 3 Locate the world’s countries using maps focussing on Europe (including the location of Russia), concentrating on capitals and major cities, environmental regions and humans and physical characteristics. Y3T5 Understand that the earth is split into sections. [Northern Hemisphere (children must know that we live here and all of Europe is found here), and Southern Hemisphere (Australia (Y2T4) and most of Africa (Y1T4- children to recall countries covered) is here). Y3T5</p> <p>Year 4 Locate the world’s countries to include Europe and North and South America. Concentrate on environmental regions, key physical and human characteristics and major cities. Y4T1 Be able to identify the location and significance of: equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic circles. Y4T1 Be able to describe physical geographical features: the water cycle. Y4T4</p>						
	Year 6	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Topic	WWII	Windrush	The Impact of Dickens	Can we save the tiger?	Great Adventures	The greatest show
	New Knowledge		Caribbean was not built up. It was mainly farmland and generally very poor. People moved because of the promise of a better life in London.		Describe the characteristics of the biomes tigers live in (climate, vegetation, water sources, prey species). Compare the different habitats across countries where tigers are found. Explore local human communities and how they interact with tiger habitats (e.g., farming, villages).		

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		London was built up, was one of the richest places in the world.				
Vocabulary		Rich, poor, Caribbean, migration, London, farmland.		Biomes, savannah, vegetation, water, prey, countries where tigers live, human, communities, interaction.		
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	WWII	Windrush	The Impact of Dickens	Can we save the tiger?	Great Adventures	Great Adventures
Human & Physical Geography (See above for retrieval- linked with place knowledge)						
New Knowledge	Be able to understand key aspects of human geography including: economic activity including trade links and distribution of natural resources including energy, food, minerals and water.	Retrieval from Year 3 about: What is migration Why do people migrate?		<p>Physical: Understand what features of tiger habitats support their survival (forest cover, rivers, prey).</p> <p>Human: Investigate human impacts on tiger habitats:</p> <ul style="list-style-type: none"> • Deforestation and habitat loss • Human-tiger conflict (livestock predation, danger to humans) • Poaching for fur, bones, and traditional medicine <p>Explore consequences for both tigers and humans.</p>		
Vocabulary	Economic activity, trade links, distribution, water, food, energy.	Migration, migrate, any retrieval needed for the children from Year 3.		Tiger, habitat, survival, forest, river, prey, deforestation, habitat loss, conflict, poaching, medicine.		
Geographical skills and fieldwork						
Retrieval	<p>Year R Use maps to identify our school, sea (blue), land (rock/ dessert) and vegetation (green) Use aerial photographs and plan perspectives to recognise roads. Geo Enquiry: What can we find at school? Photographic evidence – tech camera Geo Enquiry: How can we travel? Data collection – tech results Trip: Walk to church and nature reserve – photographic evidence. Geo Enquiry: What can you see at night? Data collection – tech results Trip/ visitor: Sittingbourne town & Library – Space information books</p>					

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	<p>Geo Enquiry: What wildlife is in our town? Sample collection. Tech photo evidence. Trip: Walk to church and nature reserve – photographic evidence. Geo Enquiry: Is our town safe? Tech Skype local station Trip/ visitor: Police stations/ hospital Geo Enquiry: Drive to Island and trip to the beach collections Tech – SATNAV Trip: Minster beach</p> <p>Year 1 Use simple compass directions- [North, East, South, West] Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied in this topic. Use observation skills to study the geography of the school and its grounds and the key human and physical features (see above) of Sittingbourne, Isle of Sheppey and surrounding villages.</p> <p>Year 2 Use simple locational and directional language to describe the location of features and routes on a map [near, far, right, left]. Use aerial photographs and plan perspectives to recognise landmark and basic human and physical features. Devise a simple map, using and constructing basic symbols in a key. Use world maps, atlases and globes to identify countries, continents and oceans studied in Key Stage 1..</p> <p>Year 3 Use maps and atlases (including symbols and keys) to locate countries studied and build upon knowledge of the United Kingdom and Europe.</p> <p>Year 4 Use maps, atlases and globes to locate countries studied and describe features studied. Be able to use the eight points of a compass [North, North-East, East, South-East, South, South-West, West, North-West]</p> <p>Year 5 Be able to use four figure grid references to build on their knowledge of their local area.</p>					
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 6	WWII	Windrush	The Impact of Dickens	Can we save the tiger?	Great Adventures	Great Adventures
	<p>Geographical skills and fieldwork</p> <p>Fieldwork- must be progressive. The activity may be the same, however the knowledge and skills being used must be progressed. The focus should be on the children applying the new knowledge gained in this term. Retrieval practice should be done but must not be the main focus</p>					
New Knowledge	Use maps, atlases, globes and digital/computer mapping (Digimaps for schools) to locate countries	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Suggest practical solutions or conservation measures to protect tiger	Use maps, atlases, globes and digital/computer mapping (Digimaps for schools) to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping (Digimaps for schools) to locate countries

