

## Geography

**THE STUDY OF GEOGRAPHY IS ABOUT MORE THAN JUST MEMORISING PLACES ON A MAP. IT'S ABOUT UNDERSTANDING THE COMPLEXITY OF OUR WORLD** – Barack Obama -

### Curriculum Drivers:

**Personal** – our world - context – society  
**Originality** – oracy – adventure – risk – aspiration – creativity  
**Well-being** – mental and physical – meta cognitive – learning powers  
**Environment and Nature** – environment – sustainability  
**Real** – Here and Now - current affairs – topical

## Knowledge (SL)

## Skills (SL)

## Context (Teacher)

What should all pupils know having been to Akrotiri School? (SL and Teacher)

|        |  |  |  |
|--------|--|--|--|
| Year 1 | <b>Locational knowledge</b><br>-Name and locate some continents and oceans.<br>-Name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.<br>-Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, city, London, Belfast, Cardiff, Edinburgh and capital city     | <b>Map Skills</b><br>-Use world maps, atlases and globes to identify and label the countries, continents and oceans studied.<br>-Use locational and directional language (near, far, left, right) to describe the location of features and routes on a map.<br>-Begin to devise a simple map and use basic symbols in a key.<br>-Recognising that temporary features, e.g. cars and people, would not usually be included. A simple key might show a particular type of building, e.g. shop. Draw a simple picture/map labelling particular features- e.g. map of the playground showing the climbing frame. |  |
|        | <b>Place knowledge</b><br>-Begin to understand some geographical similarities and differences through studying the human or physical geography of a small area of the UK and a small area of a contrasting non-European country.   | -Begin to use key vocabulary to demonstrate knowledge and understanding in this strand: plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, world map, country, continent, human, physical.   |  |
|        | <b>Human and physical geography</b><br>-Begin to identify seasonal and daily weather patterns in the UK.<br>-Use basic geographical vocabulary to refer to:<br>-Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season and weather.<br>-Key human features, including: city, town, village, factory, farm, house, office and shop. | <b>Fieldwork</b><br>-Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.<br>-Explain what changes are taking place in the local environment.<br>-Describe in simple terms how wind or water has affected the geography of an area.<br>-Name, describe and group features of the home and school environment from first hand observations.<br>-Collect data during field work such as the number of trees, amount of litter...   |  |

## Geography

**THE STUDY OF GEOGRAPHY IS ABOUT MORE THAN JUST MEMORISING PLACES ON A MAP. IT'S ABOUT UNDERSTANDING THE COMPLEXITY OF OUR WORLD** – Barack Obama -

### Curriculum Drivers:

**Personal** – our world - context – society  
**Originality** – oracy – adventure – risk – aspiration – creativity  
**Well-being** – mental and physical – meta cognitive – learning powers  
**Environment and Nature** – environment – sustainability  
**Real** – Here and Now - current affairs – topical

## Knowledge (SL)

## Skills (SL)

## Context (Teacher)

What should all pupils know having been to Akrotiri School? (SL and Teacher)

Year 2

### 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.  
 -Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.

### Place knowledge

-Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.  
 -Describe and compare human and physical features seen in their local environment and other places in the world. (e.g. beach, cliff, coast, city, town and factory).

### Human and physical geography

-Identify seasonal and daily weather patterns in the UK.  
 -Identify 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, 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.

### Map Skills

-Use world maps, atlases and globes to identify the countries, continents and oceans studied.  
 -Use simple compass directions and locational and directional to describe the location of features and routes on a map.  
 -Devise a simple map and use and construct basic symbols in a key.  
 -Draw a map of the playground and use a simple key to show the water coolers/ball court...  
 -Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

### Fieldwork

-Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.  
 -Explain simple patterns and offer explanations e.g. count traffic and suggest reasons for why the flow changes at different times.

## Geography

**THE STUDY OF GEOGRAPHY IS ABOUT MORE THAN JUST MEMORISING PLACES ON A MAP. IT'S ABOUT UNDERSTANDING THE COMPLEXITY OF OUR WORLD** – Barack Obama -

### Curriculum Drivers:

**Personal** – our world - context – society

**Originality** – oracy – adventure – risk – aspiration – creativity

**Well-being** – mental and physical – meta cognitive – learning powers

**Environment and Nature** – environment – sustainability

**Real** – Here and Now - current affairs – topical

## Knowledge (SL)

## Skills (SL)

## Context (Teacher)

What should all pupils know having been to Akrotiri School? (SL and Teacher)

Year 3

### Locational knowledge

Locate the world's countries, using maps to focus on:

-Europe (including the location of Russia)

-South America

-concentrating on some of their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate places in the United Kingdom:

-any 6 counties and 6 cities

-6 geographical regions and their identifying human and physical characteristics,

Identify key topographical features (including hills and mountains)

Identify the position and significance of the Equator, Northern

Hemisphere, Southern Hemisphere as well as the Arctic and Antarctic Circle.

### Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within South America

Use key vocabulary to demonstrate knowledge and understanding in this strand, for example:

rainforest, forest, city, county physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.

### Human and physical geography

Begin to describe and understand key aspects of:

-physical geography, including: any 3 climate zones, a biome for example, tropical rainforest and 2 or 3 vegetation belts, mountains, volcanoes and earthquakes.

-human geography, including: types of settlement and land use, and the distribution of some natural resources such as food, and water.

Use key vocabulary to demonstrate knowledge and understanding in this strand, for example:

mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunamis, climate, tropics, deforestation.

### Map Skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

-Begin to use the eight points of a compass, four figure grid references, some symbols and keys.

### Fieldwork

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.

Draw a sketch map or plan using agreed symbols: e.g. symbol for a shop or a church on a simple map of Akrotiri.

## Geography

**THE STUDY OF GEOGRAPHY IS ABOUT MORE THAN JUST MEMORISING PLACES ON A MAP. IT'S ABOUT UNDERSTANDING THE COMPLEXITY OF OUR WORLD – Barack Obama -**

### Curriculum Drivers:

**Personal** – our world - context – society  
**Originality** – oracy – adventure – risk – aspiration – creativity  
**Well-being** – mental and physical – meta cognitive – learning powers  
**Environment and Nature** – environment – sustainability  
**Real** – Here and Now - current affairs – topical

## Knowledge (SL)

## Skills (SL)

## Context (Teacher)

What should all pupils know having been to Akrotiri School? (SL and Teacher)

Year 4

### Locational knowledge

Locate the world's countries, using maps to focus on:

-Europe (including the location of Russia)

-North America

concentrating on some of their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate places in the United Kingdom:

-any 8 counties and 8 cities

-any 8 geographical regions and their identifying human and physical characteristics.

-Identify 8 geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers) and begin to recognise how some of these have changed over time

-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and some time zones

### Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America

Use key vocabulary to demonstrate knowledge and understanding in this strand, for example: rainforest, forest, city, county, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.

### Locational knowledge

Locate the world's countries, using maps to focus on:

-Europe (including the location of Russia)

-North America

concentrating on some of their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate places in the United Kingdom:

-any 8 counties and 8 cities

-any 8 geographical regions and their identifying human and physical characteristics.

-Identify 8 geographical regions and their identifying human and physical characteristics, key topographical features (coasts and rivers) and begin to recognise how some of these have changed over time

-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and some time zones

### Map skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

-Begin to use the eight points of a compass, four figure grid references, some symbols and keys

### Fieldwork

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.

Draw sketch maps and plans using standardised symbols (e.g. symbol for Parking/information) and a key.

## Geography

**THE STUDY OF GEOGRAPHY IS ABOUT MORE THAN JUST MEMORISING PLACES ON A MAP. IT'S ABOUT UNDERSTANDING THE COMPLEXITY OF OUR WORLD** – Barack Obama -

### Curriculum Drivers:

**Personal** – our world - context – society  
**Originality** – oracy – adventure – risk – aspiration – creativity  
**Well-being** – mental and physical – meta cognitive – learning powers  
**Environment and Nature** – environment – sustainability  
**Real** – Here and Now - current affairs – topical

## Knowledge (SL)

## Skills (SL)

## Context (Teacher)

What should all pupils know having been to Akrotiri School? (SL and Teacher)

Year 5

### Locational knowledge

Locate the world's countries, using maps to focus on:

-Europe (including the location of Russia)  
 -South America  
 concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Name and locate places in the United Kingdom:

-any 12 counties and 10 cities of the United Kingdom  
 -any 10 geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, 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 as well as time zones (including day and night)

### Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America

Use key vocabulary to demonstrate knowledge and understanding in this strand, for example:

latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

### Human and physical geography

Describe and understand key aspects of:

-physical geography, including: 5 climate zones, biomes, for example, desert and vegetation belts, rivers 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 food and water.

Use key vocabulary to demonstrate knowledge and understanding in this strand, for example:

environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, tourism, positive, negative, economic, social, environmental.

### Map skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

-Use the eight points of a compass, begin to use 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.

**Compare land use and geographical features on Google Earth and Google maps.**

**Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestions.**

### Fieldwork

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.

Begin to produce own scaled maps-for example, 1cm: 10m if plotting playground.

Choose the best method for recording observations and measurements including sketch maps, plans, graphs and digital technologies.

Use key vocabulary to demonstrate knowledge and understanding in this strand, for example: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

## Geography

**THE STUDY OF GEOGRAPHY IS ABOUT MORE THAN JUST MEMORISING PLACES ON A MAP. IT'S ABOUT UNDERSTANDING THE COMPLEXITY OF OUR WORLD** – Barack Obama -

### Curriculum Drivers:

**Personal** – our world - context – society  
**Originality** – oracy – adventure – risk – aspiration – creativity  
**Well-being** – mental and physical – meta cognitive – learning powers  
**Environment and Nature** – environment – sustainability  
**Real** – Here and Now - current affairs – topical

## Knowledge (SL)

## Skills (SL)

## Context (Teacher)

What should all pupils know having been to Akrotiri School? (SL and Teacher)

Year 6

### Locational knowledge

Locate the world's countries, using maps to focus on:

-Europe (including the location of Russia)

-North America

concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Name and locate places in the United Kingdom:

-any 15 counties and 12 cities of the United Kingdom

-12 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, and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

### Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of South America.

Use key vocabulary to demonstrate knowledge and understanding in this strand, e.g.: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

### Human and physical geography

Describe and understand key aspects of:

-Physical geography, including: 6 climate zones, biomes, for example, tundra and ice as well as vegetation belts and mountains.

-Human geography, including: types of settlement and land use and the distribution of natural resources including energy, food, minerals and water.

Use key vocabulary to demonstrate knowledge and understanding in this strand, e.g.: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

### Map skills

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

-Use the eight points of a compass, begin to use 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.

*Produce accurate scaled maps of familiar areas.*

### Fieldwork

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.

*Compare and contrast areas by analysing the geographical features on a range of maps including digital/computer mapping.*

*Explain what physical and human processes may have occurred in a place by studying an aerial/digital/computer image of it.*

Use key vocabulary to demonstrate knowledge and understanding in this strand, for example: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Overarching Principles...Honesty Empathy Aspiration Respect Teamwork

Geography

**THE STUDY OF GEOGRAPHY IS ABOUT MORE THAN JUST  
MEMORISING PLACES ON A MAP. IT'S ABOUT UNDERSTANDING THE  
COMPLEXITY OF OUR WORLD** – Barack Obama -

Curriculum Drivers:

**Personal** – our world - context – society

**Originality** – oracy – adventure – risk – aspiration – creativity

**Well-being** – mental and physical – meta cognitive – learning powers

**Environment and Nature** – environment – sustainability

**Real** – Here and Now - current affairs – topical

Knowledge (SL)

Skills (SL)

Context (Teacher)

What should all pupils know  
having been to Akrotiri  
School? (SL and Teacher)