

Geography Curriculum		Dinnington First School 2019-20		
	<i>Geographical fluency 2/3 weeks</i> All classrooms to have world map	Autumn (suggested Aut 1) Short unit to follow fluency	Spring (Suggested Spr 2)	Summer (Suggested Sum 2)
Y1	<p>Name and locate countries and capital cities of the UK using maps, atlas and globes</p> <p>Know and use simple compass points(4)</p> <p>Identify and names seasons and describe daily weather patterns</p> <p>Know the months of years and number of days in each (song)</p> <p>Opportunities to discuss looking after our environment</p> <p>Identify and name globe, map, earth, world</p>	<p>Geographical skills and fieldwork: Dinnington Use simple field work and observational skills to study the geography of their school and its grounds.</p> <p>Vocabulary: school, field, lake, wood, farm, area, building, road, path, village, town, city,</p> <p>Location knowledge: Focus England</p> <p>Name, locate and identify characteristics of the 4 countries of the UK.</p> <p>Physical and human features Weather patterns, Identify landmarks Physical and human features</p> <p>Vocabulary : beach, cliff, coast, forest, hill, mountain, city, town, village, port, harbour</p> <p>Geographical skills Use of Arial photographs to identify landmarks</p>	<p>Location knowledge: Focus Scotland, Ireland and Wales</p> <p>Name, locate and identify characteristics of the 4 countries of the UK.</p> <p>Physical and human features Weather patterns Identify landmarks Physical and human features</p> <p>Vocabulary : beach, cliff, coast, forest, hill, mountain, city, town, village, port, harbour</p> <p>Geographical skills Use of Arial photographs to identify landmarks</p>	<p>North and South Pole</p> <p>Identify and name on a globe / map</p> <p>North and South Pole Describe weather and physical features</p> <p>Vocabulary: Arctic, Antarctic, temperature, North, South, Pole, temperature, climate, iceberg</p> <p>Geographical skills: Identify and label equator on a globe and map</p>
Y2	<p>Name and locate 7 continents and 5 oceans</p> <p>Name and locate countries and capital cities of the UK using maps, atlas and globes</p> <p>Know and use simple compass points(4)</p> <p>Identify and names seasons and describe daily weather patterns</p> <p>Know the months of years and number of days in each (song)</p> <p>Opportunities to discuss looking after our environment</p> <p>Identify and name globe, map, earth, world</p>	<p>Name and locate the world's 7 continents and 5 oceans</p> <p>Review form Y1 - Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</p>	<p>Place knowledge: Africa Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Dinnington) and of a small area in a contrasting Non-European country (Africa)</p> <p>Vocabulary: Africa, continent, countries, climate, culture, customs, traditions, areas, arid, water source, well, village, city, area, landscape</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 Northumberland orienteering course. Use aerial Photos to create a plan with a key- describe a route</p>

Y3	<p>As KS1 1 +</p> <p>Name and locate on map countries of Europe, North and South America and their major cities</p> <p>Name and locate counties in the UK on a map</p> <p>Know 8 compass points (Y3 / 4)</p> <p>Use 8 compass points</p> <p>Impact of humans on the environment/ looking after the environment</p>	<p>Coastal changes over time (Marsden Rock)</p> <p>Key topographical features (including hills, rivers, mountains and coasts) and land-use patterns and understand how some of these aspects have changed overtime.</p>	<p>Place Knowledge – Region of America</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and North America</p> <p><i>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</i></p>	<p>From farm to fork</p> <p><i>Human geography including: types of settlement and land use, economic activity, including trade links and the distribution of natural resources including food, minerals and water.</i></p>
Y4	<p>As KS1 1 +</p> <p>Name and locate on map countries of Europe, North and South America and their major cities</p> <p>Name and locate counties in the UK on a map</p> <p>Know 8 compass points (Y3 / 4)</p> <p>Use 8 compass points</p> <p>Impact of humans on the environment/ looking after the environment</p>	<p>Place Knowledge – Region of Europe (Italy)</p> <p>- Physical geography, mountains, volcanoes and earthquakes and the water cycle</p> <p>- Climate zone</p> <p>Geographical Skills and Fieldwork</p> <p>- <i>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</i></p>	<p>The water cycle & course of a river</p> <p>Physical geography</p> <p>Describe and understand key aspects of physical geography including: the water cycle</p> <p>Name and locate cities in the UK and Europe and their rivers.</p> <p>Vocabulary: Evaporation, condensation, precipitation, rain, sleet, snow, hail, temperature, Newcastle/Tyne, Middlesbrough/Tees, London/ Thames, York/Ouse,</p>	<p>Human and physical geography (Newcastle Quayside and Airport)</p> <p><i>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</i></p>

Key Questions: How do humans impact on the environment? For key unit vocabulary see knowledge organisers