

Geography Curriculum – KS2

Milestone 2 - Year 3 (S = Skill, K = Knowledge, U = Understanding)

| National Curriculum Objectives (KS2) | | IPC Objectives | Chocolate | Island Life | Local History Study | Temples, Tombs and Treasures |
|--------------------------------------|---|--|-----------|-------------|---------------------|------------------------------|
| 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 | S. 2.05 Be able to use geographical terms | X | X | | |
| | * 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 | S. 2.05 Be able to use geographical terms S. 2.06 Be able to describe the main geographical features of the area immediately surrounding the school | | X X | X | |
| | * 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) | S. 2.05 Be able to use geographical terms | X | X | | |
| Place Knowledge | * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country, and a region within North or South America | K.2.03 Know how the nature of particular localities affect the lives of people | X | X | | |

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| 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 | K.2.02 Know how particular localities have been affected by natural features and processes K. 2.04 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there S. 2.05 Be able to use geographical terms | X | X | | |
| | * Describe and understand key aspects of: - 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 | K.2.01 Know how particular localities have been affected by human activities S. 2.05 Be able to use geographical terms K.2.03 Know how the nature of particular localities affect the lives of people S. 2.10 Be able to express views on the features of an environment and the way it is being harmed or improved U. 2.12 Understand how places fit into a wider geographical context U. 2.13 Understand that the quality of the environment can be sustained and improved | X X X X X X | X X X X X X | X | |

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| Geographical skills and fieldwork | * Use maps, atlases, globes and digital / computer mapping to locate counties and describe features studied | S. 2.05 Be able to use geographical terms S.2.08 To be able to use maps at a variety of scales to locate the position and geographical features of particular locations S. 2.09 Be able to use secondary sources to obtain geographical information U. 2.12 Understand how places fit into a wider geographical context | X | X | X | |
| | * Use the 8 points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world | S. 2.09 Be able to use secondary sources to obtain geographical information | X | X | X | |
| | * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies | S. 2.07 Be able to make simple maps and plans of familiar locations S. 2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features | | X X | X X | |

| Island Life | Chocolate | Temples, Tombs and Treasures | Local History Study |
|--|--|------------------------------|--|
| <ul style="list-style-type: none"> •About different islands we know about •Learning about new islands and comparing with existing knowledge •About where different islands are located in the world and finding them on maps •About the geographical features on different islands •About the features of a river •How to use a compass and map •How to use 4 figure grid references •About how different islands are formed •About an island in detail | <ul style="list-style-type: none"> •Where cacao trees are found / the Cacao Belt •About the factors affecting the growth of cacao trees •About other cash crops * Where chocolate is manufactured * The advantages and disadvantages of commercial farming. | | <ul style="list-style-type: none"> *Study of local maps, land use / human geography *Fieldwork to observe local features |

Milestone 2 - Year 4 (S = Skill, K = Knowledge, U = Understanding)

| National Curriculum Objectives (KS2) | | IPC Objectives | Active Planet | The Great, the Bold and the Brave | Scavengers and Settlers |
|--------------------------------------|---|--|---------------|-----------------------------------|-------------------------|
| 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 | S. 2.05 Be able to use geographical terms | X | | |
| | * 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 | S. 2.05 Be able to use geographical terms | | | |
| | * 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) | S. 2.05 Be able to use geographical terms | | | |
| Place Knowledge | * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country, and a region within North or South America | K.2.03 Know how the nature of particular localities affect the lives of people | X | | |

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|------------------------------|--|--|--|---|--|
| Human and physical geography | <p>* Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | <p>K.2.02 Know how particular localities have been affected by natural features and processes</p> <p>K. 2.04 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there</p> <p>S. 2.05 Be able to use geographical terms</p> | X | X | |
| | <p>* Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - 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>K.2.01 Know how particular localities have been affected by human activities</p> <p>S. 2.05 Be able to use geographical terms</p> <p>K.2.03 Know how the nature of particular localities affect the lives of people</p> <p>S. 2.10 Be able to express views on the features of an environment and the way it is being harmed or improved</p> <p>U. 2.12 Understand how places fit into a wider geographical context</p> <p>U. 2.13 Understand that the quality of the environment can be sustained and improved</p> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> | X | |

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| Geographical skills and fieldwork | * Use maps, atlases, globes and digital / computer mapping to locate counties and describe features studied | <p>S. 2.05 Be able to use geographical terms</p> <p>S.2.08 To be able to use maps at a variety of scales to locate the position and geographical features of particular locations</p> <p>S. 2.09 Be able to use secondary sources to obtain geographical information</p> <p>U. 2.12 Understand how places fit into a wider geographical context</p> | X | X | |
| | * Use the 8 points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world | S. 2.09 Be able to use secondary sources to obtain geographical information | | X | |
| | * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies | <p>S. 2.07 Be able to make simple maps and plans of familiar locations</p> <p>S. 2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> | X | X | |

| Scavengers and Settlers | The Great, the Bold and the Brave | Active Planet |
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| | | <ul style="list-style-type: none"> •About how the Earth is formed •How earthquakes can be measured <p>The different types and location of volcanoes around the world.</p> <p>Tectonic plates and how these affect the location of volcanoes and earthquakes.</p> <p>How volcanic regions can be attractive to tourists.</p> |

Milestone 3 - Year 5 (S = Skill, K = Knowledge, U = Understanding)

| National Curriculum Objectives (KS2) | | IPC Objectives | Go with the Flow | The Story Of English | Weather and Climate |
|--------------------------------------|---|--|---------------------|----------------------|-----------------------|
| 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 | K.3.01 Know that the study of geography is concerned with places and environments in the world around them | X | | X |
| | * 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 | K.3.01 Know that the study of geography is concerned with places and environments in the world around them K.3.06/ 8 Know about the major geographical features of the host/ home country K.3.07 Know about the geography of the area around the school | X X X | | X X |
| | * 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) | K.3.01 Know that the study of geography is concerned with places and environments in the world around them | | | X |
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| Place Knowledge | * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country, and a region within North or South America | K.3.02 Know about the main physical and human features and environmental issues in particular localities | X Various | | X U.K./ Various |
| | | K.3.03 Know about similarities and differences between particular localities | X | | X |
| | | S.3.22 Be able to explain how physical and human processes lead to similarities and differences between places | X | | X |
| 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 | K.3.09 Know about the weather and climatic conditions in their home country and how they affect the environment and the lives of the people living there. | | | X |
| | | K.3.10 Know about the weather and climatic conditions in their host country and how they affect the environment and the lives of the people living there. | | | X |
| | | U. 3.25 Understand how localities are affected by natural features and processes | X | | X |

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| | * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies | S.3.14 Be able to collect and record evidence to answer geographical questions | X | | |
| | | S. 3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them | X | | X |
| | | S. 3.16 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings | X | | X |
| | | S. 3.17 Be able to use instruments to make measurements | X | | X |
| | | S. 3.18 Be able to use appropriate techniques to gather information | X | | X |
| | | S. 3.19 Be able to make plans and maps in a variety of scales using symbols and keys | | | X |
| | | S.3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways | | | X |

| Go With the Flow | The Story of English | Weather and Climate |
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| How the shape of a river is always changing What uses people make of rivers Major rivers around the world Why people choose to live in settlements and cities beside rivers How the course of a river changes over time How rivers change the land through which they flow The names of features of rivers and the surrounding landscape Deltas and how they are formed How to avoid or manage floods The River Nile | | About some extreme weather records The weather and climate in different parts of the world Weather forecasts The water cycle Different types of precipitation Cloud formation and measuring cloud cover What causes wind Named winds around the world Tornadoes How weather affects human activities How the Earth's atmosphere helps our climate |

Milestone 3 - Year 6 (S = Skill, K = Knowledge, U = Understanding)

| National Curriculum Objectives (KS2) | | IPC Objectives | Earth as an Island | AD900 | Moving People |
|---------------------------------------|---|---|---------------------|-------|----------------|
| 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 | K.3.01 Know that the study of geography is concerned with places and environments in the world around them | X | | X |
| | * 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 | K.3.01 Know that the study of geography is concerned with places and environments in the world around them K.3.06/ 8 Know about the major geographical features of the host/ home country K.3.07 Know about the geography of the area around the school | X X | | X |
| | * 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) | K.3.01 Know that the study of geography is concerned with places and environments in the world around them | X | | |
| Place Knowledge | * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region of a European country, and a region within North or South America | K.3.02 Know about the main physical and human features and environmental issues in particular localities K.3.03 Know about similarities and differences between particular localities S.3.22 Be able to explain how physical and human processes lead to similarities and differences between places | X X X | | X X |
| 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 | K.3.09 Know about the weather and climatic conditions in their home country and how they affect the environment and the lives of the people living there. K.3.10 Know about the weather and climatic conditions in their host country and how they affect the environment and the lives of the people living there. U. 3.25 Understand how localities are affected by natural features and processes | X | | Cover various |

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|-----------------------------------|--|---|---|--|----------------------------|
| | <p>* Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - 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>K.3.04 Know how the features of particular localities influence the nature of human activities within them</p> <p>K.3.05 Know about recent and proposed changes in particular localities</p> <p>K.3.11 Know how people affect the environment</p> <p>S.3.12 Be able to enquire into geographical factors and their effects on people's lives</p> <p>S. 3.23 Be able to explain how places are linked through the movement of goods and people</p> <p>U.3.26 Understand how and why people seek to manage and sustain their environment</p> <p>U.3.27 Understand how the geographical features of the host country affect the lives of the people who live there</p> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> | | <p>X</p> <p>X</p> <p>X</p> |
| Geographical skills and fieldwork | <p>* Use maps, atlases, globes and digital / computer mapping to locate counties and describe features studied</p> | <p>S.3.13 Be able to use a variety of sources to gather geographical information</p> <p>S. 3.20 Be able to use and interpret globes and maps in a variety of scales</p> <p>S. 3.21 Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their home country and town, other countries and towns in which they and their peers have lived.</p> | <p>X</p> <p>X</p> <p>X</p> | | <p>X</p> <p>X</p> <p>X</p> |
| | <p>* Use the 8 points of a compass, four and six-figure grid references, symbols and key (including the use of OS maps) to build their knowledge of the United Kingdom and the wider world</p> | <p>S. 3.17 Be able to use instruments to make measurements</p> | <p>X</p> | | |

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| | * Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies | <p>S.3.14 Be able to collect and record evidence to answer geographical questions</p> <p>S. 3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them</p> <p>S. 3.16 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings</p> <p>S. 3.17 Be able to use instruments to make measurements</p> <p>S. 3.18 Be able to use appropriate techniques to gather information</p> <p>S. 3.19 Be able to make plans and maps in a variety of scales using symbols and keys</p> <p>S.3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways</p> | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> | | <p>X</p> <p>X</p> <p>X</p> <p>X</p> <p>X</p> |
|--|---|---|--|--|--|

| AD900 | Earth as an Island | Moving people |
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| | <p>About the geographical features of islands</p> <p>About the growth and development of islands over time, including capital cities</p> <p>How human geography is impacting island life</p> <p>How to relocate an island community, taking both human and physical geographical factors into consideration</p> <p>How to use six-figure grid references</p> <p>About a case study of an island developing as a trade and transport hub</p> | <ul style="list-style-type: none"> •About the similarities and differences between places we know •How and why our families have moved around the world •How different places are linked •How and why people move and goods are transported around the world •About environmental disasters which influence human migration •About disaster relief organisations |