



Geography Curriculum Coverage Document

Skills	Cycle 1 20-21	Cycle 2 21-22	Cycle 3- 22-23	Cycle 4 23-24	Cycle 5 24-25	Cycle 6 25-26
Working below age expectations curriculum to be implemented alongside the KS1 curriculum to ensure pupils continue to bridge the gap	<p><u>We're all human/ This is me!</u></p> <p>KS1- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas – where are we in the world?</p> <p>KS2- Use fieldwork and analysis to record and present information about the local area; using sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Travel Agents</u></p> <p>KS1- Name and locate the world's 7 continents and 5 oceans. Use basic geographical vocabulary to refer to: key physical features; and key human features. Comparing an area of England to another country; creating a tourist brochure for the two places.</p> <p>KS2- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><u>Physical World</u></p> <p>KS1- Identify seasonal and daily weather patterns in the United Kingdom and the location of the and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>KS2- Continue knowledge of seasonal weather patterns, and 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.</p>	<p><u>Out of Africa</u></p> <p>KS1- Understand the geographical differences between an area in the UK and a small area in a contrasting non-European country: Comparing an area of England to an area of Africa.</p> <p>KS2- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities: locating Africa, cities in Africa, and the key geographical features in Africa.</p>	<p><u>Moving Mechanisms (WeDo2)</u></p> <p>KS1- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment – developing an understanding of the spaces we have to move.</p> <p>KS2- 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>	<p><u>100 years celebrations</u></p> <p>KS1- Name and locate the world's 7 continents and 5 oceans. World events across the globe that are reaching 100 years anniversary.</p> <p>KS2- describe and understand key aspects of physical geography and human geography.</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 - 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><u>Worldwide celebrations</u></p> <p>KS1 – Name and locate the world's 7 continents, 5 oceans. Use basic geographical vocabulary to refer to: key physical features; and key human features – How do people use the natural features of the world in their celebrations?</p> <p>KS2- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><u>Dinosaurs!</u></p> <p>KS1- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas: what did the world used to look like?</p> <p>KS2- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><u>World events inc. Olympics</u></p> <p>KS1- 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: Comparing England to where the current World Events.</p> <p>KS2- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p><u>Light and Dark</u></p> <p>KS1- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>KS2- use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world, also consolidate knowledge of time zones</p>	<p><u>Flexible me!</u></p> <p>KS1- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>KS2- 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 in North or South America</p>	<p><u>Christmas – Ice worlds</u></p> <p>KS1- 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>KS2- 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.</p>
	<p><u>Time Travellers</u></p> <p>KS1- Use basic geographical vocabulary to refer to: key physical features; and key human features around Muntham House School.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment: how has Muntham House School/Barns Green changed over the years.</p> <p>KS2- Describe and understand key aspects of physical geography and human geography.</p>	<p><u>Historical figures</u></p> <p>KS1- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <p>KS2- Investigate key geographers throughout history. describe and understand key aspects of physical geography and human geography. physical geography, including climate zones and biomes.</p> <p>human geography, including settlements and land use.</p>	<p><u>Body Systems</u></p> <p>KS1- Name and locate the four countries and capital cities across the UK, including key geographical feature. Where are we in the world? How can being outside in nature/exercise help us feel better?</p> <p>KS2- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><u>Bugs Life</u></p> <p>KS1- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment: what areas of our local environment support insects and animals?</p> <p>KS2- 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>	<p><u>Great Inventors Electricity</u></p> <p>KS1- 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: how did the emergence of electricity change how humans can travel around the world?</p> <p>KS2- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Lights, Camera, Action!</u></p> <p>KS1- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment: making a video about the area around our school (informational video).</p> <p>KS2- 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>

	<p><u>Space – To infinity and beyond</u></p> <p>KS1- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key: look at the world from above- what features look like from Space.</p> <p>KS2- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Young Entrepreneurs</u></p> <p>KS1- 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>KS2- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Romans</u></p> <p>KS1- Use basic geographical vocabulary to refer to: key physical features; and key human features – How did the Romans use the geography of the world to create an Empire?</p> <p>KS2- describe and understand key aspects of physical geography and human geography.</p>	<p><u>Local Adventures – Pirates and Smugglers</u></p> <p>KS1- Name and locate the world’s 7 continents and 5 oceans. How did Pirates use the oceans of the world?</p> <p>KS2- Develop knowledge of continents and oceans & 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.</p>	<p><u>Everything Changes</u></p> <p>KS1- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. Comparing the geography of different areas of periods of time (villages to cities)</p> <p>KS2- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time</p>	<p><u>Tudor Times</u></p> <p>KS1- Name and locate the four countries and capital cities across the UK, including key geographical features. What cities were important during the Tudor times and how did the geography influence the society at the time?</p> <p>KS2- Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical features; land-use patterns; and understanding how some of these aspects have changed over time: focus on Tudor era to now.</p>
	<p><u>Victorians</u></p> <p>KS1- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment: How has Muntham House changed since the Victoria era?</p> <p>KS2- Name and locate countries and cities of the Unite Kingdon, geographical regions and their identifying human and physical features; land-use patterns; and understanding how some of these aspects have changed over time: focus on Victorian era to now.</p>	<p><u>Red, White and Blue</u></p> <p>KS1- Use simple compass directions and locational and directional language, to describe the location of features and routes on a map. Observe the local area, make observations about the geography of Muntham House School.</p> <p>KS2- 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. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p>	<p><u>Feel the Force</u></p> <p>KS1- Use simple compass directions and locational and directional language, to describe the location of features and routes on a map – how does a compass work? Developing a map of the school.</p> <p>KS2- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</p>	<p><u>Crash, Bang, Wollop! Inc Vikings</u></p> <p>KS1- 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: Where did the Vikings come from and where did they go? What changes did the Vikings make to where they conquered?</p> <p>KS2- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Awesome Egyptians</u></p> <p>KS1- Use basic geographical vocabulary to refer to: key physical features; and key human features – looking at the natural/human features established in the Egyptian Period (building the pyramids, the use of the River Nile).</p> <p>KS2- Describe and understand key aspects of physical geography and human geography. How did the Egyptians use the geography to build an Empire?</p>	<p><u>Disney – Heroes and Villains</u></p> <p>KS1- Use simple compass directions and locational and directional language, to describe the location of features and routes on a map. Developing a map of the Heroes and Villains Kingdoms.</p> <p>KS2- Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p>
	<p><u>Commotion in the Ocean</u></p> <p>KS1- Name and locate the world’ 7 continents and 5 ocean. 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>KS2- 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 in North or South America – focus on coastal regions (Brighton)</p>	<p><u>Life cycles</u></p> <p>KS1- 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. Season and weather</p> <p>KS2- 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 in North or South America</p>	<p><u>Fire and Ice</u></p> <p>KS1- 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: looking at the geographical resources of the world in hot and cold countries.</p> <p>KS2- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p><u>Hunter Gatherer</u></p> <p>KS1- Use basic geographical vocabulary to refer to: key physical features; and key human features – The natural environment and how the environment has changed over the years. How would you use the environment to be a hunter?</p> <p>KS2- describe and understand key aspects of physical geography and human geography.</p>	<p><u>Welcome to the Big Top!</u></p> <p>KS1- Identify seasonal and daily weather patterns in the United Kingdom and the location of the and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>KS2- locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (circus events in Europe and the Americas)</p>	<p><u>Carnivals!</u></p> <p>KS1- 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 – carnival in South America.</p> <p>KS2- 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 in North or South America. Carnival’s around the world.</p>

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• Name and locate the world’s 7 continents and 5 oceans. (3)• Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (4)• 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 (2)• 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; and key human features. (5)• 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 (4)• Use simple compass directions and locational and directional language, to describe the location of features and routes on a map• Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (3)• Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	<p>Pupils should be taught about:</p> <ul style="list-style-type: none">• A4 locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities• B5 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features, and land-use patterns; and understand how some of these aspects have changed over time• C3 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.• D3 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 in North or South America• E5 describe and understand key aspects of physical geography and human geography.<ul style="list-style-type: none">• 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• F4 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied• G2 use the 8 points of a compass, 4- and 6-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world• H5 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

KS1 curriculum coverage						
	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
Term 1						
Term 2						
Term 3						
Term 4						
Term 5						
Term 6						

KS2 curriculum coverage						
	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5	Cycle 6
Term 1						
Term 2						
Term 3						
Term 4						
Term 5						
Term 6						