

Locational & Place Knowledge

Locational Knowledge - National Curriculum Objectives

- 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)

Place Knowledge - National Curriculum Objectives

- 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

KS1	Year 3	Year 4	Year 5	Year 6	KS3
SUBSTANTIVE KNOWLEDGE					
<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>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</p>	<p>To know where the equator is on a world map</p> <p>To know that the northern hemisphere is above the equator and the southern hemisphere is below it</p> <p>To know the location of Europe on a world map</p> <p>To know the location of the UK on a world map</p> <p>To know the countries and capital cities within the UK</p> <p>To know what a city is</p> <p>To know the location our local cities (Nottingham/Derby) using a map of the UK</p>	<p>To know the location of Spain on a world map</p> <p>To know that Spain shares a border with Portugal and France</p> <p>To know that Spain is located close to Africa (linked to Egypt)</p> <p>To know where Morocco is on a world map</p> <p>To know that Spain is a part of Europe</p> <p>To know that Spain's physical geography consists of coastlines, mountains and islands</p>	<p>To know the location of our local cities (Recap: Nottingham/Derby)</p> <p>To know what a county is</p> <p>To know the locations of our local counties (Nottinghamshire, Derbyshire, Leicestershire, Northamptonshire and Lincolnshire (East Midlands))</p> <p>To know the locations of counties within the UK (Norfolk, Suffolk -Linked to Sutton Hoo, Northumberland, Greater London, and Essex)</p> <p>To know what is meant by a 'region'</p>	<p>To know the locations of USA, France, Soviet Union / Russia on a world map</p> <p>To know the locations of Germany, Italy, Japan</p> <p>To know the locations of the counties Leicestershire [Beaumanor Hall - (recap from Y5) and Buckinghamshire Bletchley Park]</p> <p>To know that countries have different time zones</p> <p>To know that the geography of a nation can influence the decisions leaders make</p>	<p>Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p> <p>Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p>

	<p>To know reasons why people would have originally settled near the River Trent</p> <p>To know the location of Egypt on a world map</p> <p>To know that Egypt is located in North East Africa</p> <p>To know where Egypt is in comparison to the UK</p> <p>To know that Egypt is closer to the equator than the UK</p> <p>To know the location of the Mediterranean Sea</p> <p>To know what is meant by lines of longitude and latitude</p> <p>To know the location of the Arctic and Antarctic Circle on a world map</p> <p>To know the location of the Ring of Fire using a world map</p> <p>To know that many of the world's active volcanoes are located near joining tectonic plates</p>	<p>To know that Spain has a Mediterranean biome</p> <p>To know the location of Brazil on a world map</p> <p>To know that Brazil shares a border with Columbia, Peru and Bolivia</p> <p>To know that Brazil is a part of South America</p> <p>To know that Brazil has a rainforest biome</p> <p>To know the location of Manaus on a map of Brazil</p> <p>To know the location of the Amazon Rainforest</p> <p>To know that rainforests are located close to the equator</p> <p>To know the characteristics of a rainforest biome</p> <p>To know the location of Italy on a world map</p> <p>To know that Italy shares a border with France, Switzerland, Austria, Slovenia and San Marino</p> <p>To know that Italy is part of Europe</p> <p>To know that Italy is located in Southern Europe</p> <p>To know that the Romans invaded nations close in proximity</p>	<p>To know the locations of regions within the UK (East Midlands, Yorkshire and East Anglia (Linked to Sutton Hoo)</p> <p>To know the etymology of place names within the UK (Bury = fortified place, ton = village, wick/wick = farm, ham = village, Caester/Chester = city, Leigh/ Ley = forest clearing, Folk = people, Ford = shallow part of river)</p> <p>To know the location of Denmark, Germany, Netherlands, (Angles, Saxons and Jutes)</p> <p>To know the location of Norway, Sweden, Iceland</p> <p>To know that country's names and borders change over time due invaders and settlers</p> <p>To know that location can influence the choices civilisations make when choosing where to invade and/or settle</p>	<p>To know that country's names and borders change over time due invaders and settlers</p> <p>To know the location of Mexico, Guatemala, Honduras, Belize</p> <p>To know the location of the Pacific Ocean and the Gulf of Mexico</p>	
--	--	--	---	---	--

		To know that countries' names and borders can change over time (link to Romans)			
PROCEDURAL / DISCIPLINARY - Thinking and behaving like a Geographer					
	<p>To be able to locate our school within a map of the local area</p> <p>To be able to locate the River Trent within a map of the local area</p> <p>To be able to use both physical and digital maps</p> <p>To be able to use world maps to suggest reasons why the UK has a temperate forest biome</p> <p>To be able to use maps from the past and present to infer possible reasons for the growth of Toton</p> <p>To be able to locate the River Nile using a map of Egypt</p>	<p>To know how to draw comparisons between Greece as a nation in the past compared to today (border and governance today compared to city states of the past)</p> <p>To know how to draw from historical knowledge to make logical suggestions as to why Athens is the capital of Greece (given its history as a city state)</p> <p>To be able to locate Almeria on a map of Spain</p> <p>To be able to locate the river Andarax</p> <p>To be able to locate the Tanumã Açu River on a map of Brazil</p> <p>To be able to draw conclusions about the climate of Spain given its location on earth (proximity to Africa/southern Europe/closer to the equator compared to the UK)</p> <p>To be able to draw conclusions about the climate of Manaus given its location on earth (close to equator/Amazon rainforest compared to the UK)</p>	<p>To know how to use historical sources to identify the origins of place names (e.g. Angle-land)</p> <p>To be able to historical sources to compare past and present region and county names</p> <p>To be able to draw conclusions about the origins of towns and cities in the past using etymology</p> <p>-</p>	<p>To be able to use a map of England to plan a route, considering time of travel</p> <p>To be able to use sources from the past to gain an understanding that leaders can try to expand a nations' territory</p> <p>,</p>	

		<p>To be able to compare the physical and human geographical similarities and differences between Mar de Plastico (in Almeria) and Tarumã (Manaus, Brazil)</p> <p>To be able to use knowledge of biomes and climate to compare the types of crops grown in both Mar de Plastico and Tarumã</p> <p>To be able to interpret data from tables, line graphs and bar charts to compare Spain and Brazil's rainfall, climate and hours of sunlight</p> <p>To be able to draw conclusions from both areas' infrastructure (human geography) and how it allows them to export produce (e.g. ports/airports/roads/ buildings)</p> <p>To know how physical geography can influence how humans make decisions (the growing of and exporting of locally sourced produce)</p> <p>To be able to use locational knowledge to make predictions about the climate of Italy</p>			
--	--	---	--	--	--

Human & Physical Geography

National Curriculum Objectives

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

KS1	Year 3	Year 4	Year 5	Year 6	KS3
SUBSTANTIVE KNOWLEDGE					
<p>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>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> 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 	<p>To know that the UK has a temperate climate zone and forest vegetation</p> <p>To know the Nile is the longest river in the world</p> <p>To know the river Nile flows into the Mediterranean Sea at the 'mouth'</p> <p>To know that the rain at the 'source' causes the Nile to flood</p> <p>To know that apart from the Nile, Egypt has a desert biome</p> <p>To know that people built man-made canals</p> <p>To know that the man-made irrigation system on the Nile helps/helped crop to grow</p> <p>To know the 3 farming cycles within Ancient Egypt times (Akhet/Peret/Shemu)</p> <p>To know what produce can be grown near the Nile (considering its physical geography)</p> <p>To know why, throughout history, people have settled by</p>	<p>To know that Greece can be separated into three parts: mainland, islands and peninsula</p> <p>To know that Greece has a Mediterranean vegetation biome</p> <p>To know that Greece's physical geography consists of coastlines, mountains, forests and lakes</p> <p>To know the types of produce typical grown and exported in Greece</p> <p>To know that human geography (such as farming and exporting) can be influenced by a country's physical geography</p> <p>To know that Italy's physical geography consists of coastlines, mountains (the Alps) plains and islands</p> <p>To know what is meant by the term 'trade'</p> <p>To know that Italy has a Mediterranean biome</p> <p>To know that countries have different natural resources and this can influence</p>	<p>To know that the UK has a temperate forest biome (Recap)</p> <p>To know settlers can use rivers for a variety of reasons (drinking, cooking, daily household needs, fishing, irrigation)</p> <p>To know why invaders and settlers choose to move to Britain, considering its physical geography</p>	<p>To know the biomes of USA, Russia, Germany, Japan and France</p> <p>To know that large nations, (such as Russia) can have more than one biome</p> <p>To know that differing physical geography, and biomes can cause challenges for invaders</p> <p>To know the biome of Central America is tropical rainforest</p> <p>To know the types of settlements the Maya would have built/lived in</p> <p>To know Maya used the slash and burn technique in the jungle to grow crops</p> <p>To know the three layers of a rainforest</p> <p>To know that inhabitants use the natural resources (dependent on physical geography) to build settlements</p> <p>To know that the Gulf of Mexico can affect the UK climate</p>	<p>Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in:</p> <ul style="list-style-type: none"> physical geography relating to: geological timescales and plate tectonics; rocks; weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

	<p>rivers (irrigation, fresh water source, transportation)</p> <p>To know that what produce would be grown near the Nile.</p> <p>To know that the Arctic circle has a tundra biome</p> <p>To know that the Antarctic has a polar desert biome</p> <p>To know the similarities and differences between the Arctic and Antarctic</p> <p>To know the 4 layers of the structure of the earth</p> <p>To know what a mountain is</p> <p>To know what a volcano is</p> <p>To know how both mountains and volcanoes are formed</p> <p>To know how active volcanoes erupt</p> <p>To know the key characteristics of a tsunami, blizzard, flood, drought, volcano eruption and wildfire</p> <p>To know that animal characteristics enable them to survive in extreme environments</p> <p>To know that weather conditions and physical geography can affect the plant life grown in a location</p>	<p>invaders and settlers (e.g. produce grown/resources to mine)</p> <p>To know what is meant by 'goods' and 'luxuries' available to the countries and how can this can vary depending on physical geography</p>			
PROCEDURAL / DISCIPLINARY KNOWLEDGE- Thinking and behaving like a Geographer					

	<p>To be able to draw conclusions about the climate/weather of the UK using location knowledge and own real life experiences</p> <p>To know how to use sources from the past to consider why people live close to rivers</p> <p>To be able to use maps from the past (Digimaps) to recognise human geographical changes over time</p> <p>To know how to use locational knowledge to make predictions about the physical geography of Egypt</p> <p>To be able to use geographical sources to compare the produce grown in the UK and Egypt (considering locational knowledge)</p>	<p>To be able to draw conclusions about the climate/weather of Greece using locational knowledge</p> <p>To be able to use geographical data to compare the Mediterranean biome to the temperate forest biome of the UK</p>		<p>To be able to draw conclusions about the physical geography of Central America using data (rainfall and temperature)</p> <p>To be able to draw conclusions about the flora and fauna of Central America given it has a tropical rainforest biome</p> <p>To be able to compare places of worship buildings</p> <p>To be able to use geographical data (climate, temperature, rainfall) to understand why maize (corn), squash, beans, cacao are grown in Central America</p> <p>To know that aspects of physical geography can provide protection from invaders</p> <p>Know why the Gulf of Mexico affects the temperature of the UK waters</p>	
--	--	--	--	---	--

Geographical Skills and Fieldwork

National Curriculum Objectives

- 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.

KSI	Year 3	Year 4	Year 5	Year 6	KS3
SUBSTANTIVE KNOWLEDGE					
<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> <p>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>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>	<p>To know what directions are and the names of the 8 compass points</p> <p>To know that a compass is 360 points</p> <p>To know the terms 'cardinal' and 'ordinal' points</p>	<p>Recap and consolidate Year 3 knowledge</p> <p>To know the needle of a compass points north</p> <p>To know how a compass works</p> <p>To know how to read the sight line of a compass</p> <p>To know why people use compasses to travel</p> <p>To know that hills can affect the direction of travel when following a compass</p>	<p>Recap and consolidate Year 4 knowledge</p> <p>To know the 8 compass points</p> <p>To know the symbols on an Ordnance Survey map for: church (with spire and tower).</p> <p>To know how to read a grid reference (along the corridor; up the stairs)</p> <p>To know that four and 6 grid references can be used to locate landmarks on an Ordnance map</p> <p>To know how to create a tally chart</p>	<p>Recap and consolidate Year 5 knowledge</p> <p>To know how to read a 4 figure and 6 figure grid reference on a map</p>	<p>Build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs</p> <p>Use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information</p>
PROCEDURAL - Thinking and behaving like a Geographer					
	<p>To be able to use maps, atlases and digimaps to locate all areas within the 'Locational and Place Knowledge'</p> <p>To be able to use an Ordnance Survey Map key to locate some important local landmarks</p> <p>To be able to use knowledge of 8 compass points to apply to Forest School games</p>	<p>To be able to use maps, atlases and digimaps to locate all areas within the 'Locational and Place Knowledge'</p> <p>To be able to consolidate knowledge of 8 compass points to apply to Forest School games</p> <p>To be able to set a compass using cardinal points</p>	<p>To be able to use maps, atlases and digimaps to locate all areas within the 'Locational and Place Knowledge'</p> <p>To be able to apply knowledge of 360 degrees on a compass to Forest School games (360 Challenge)</p> <p>To be able to set a compass with a starting point and follow whilst travelling, using key landmarks on the journey</p>	<p>To be able to use maps, atlases and digimaps to locate all areas within the 'Locational and Place Knowledge'</p> <p>To be able to consolidate Year 5 knowledge to apply to Forest School Games</p> <p>To be able to use knowledge of map reading to work out approximately the distance between landmarks (Map scales)</p>	

	<p>To be able to choose a landmark in the direction of travel to help follow a compass</p>	<p>To be able to create a messy map of the school</p>	<p>To be able to use a key on a physical map including Ordnance Survey</p> <p>To be able to use digital maps to locate key landmarks: (such as buildings, main roads, and places of interest)</p> <p>To be able to use knowledge of Ordnance Survey symbols to locate key locations within and around the Attenborough Nature Reserve</p> <p>To be able to use digital maps, from 1830 and today to understand how a grid reference can be an accurate way to compare the same land area over time</p> <p>To be able to use a map from the 1830s map to identify physical and human features that have changed or remained the same over time (e.g. café, toilets, houses etc.)</p> <p>To be able to create a messy map with own symbols of Attenborough Nature Reserve</p> <p>To be able to create a key of our own</p> <p>To be able to compare own messy map to an Ordnance Survey, digital map</p> <p>To be able to present findings from a fieldwork project</p>	<p>To be able to use fieldwork knowledge to set an orienteering challenge</p> <p>To be able to use a map to consolidate knowledge of key landmarks such as church, school, paths, walk routes, public</p>	
--	--	---	---	---	--

			<p>To be able to create a table of the similarities and differences of a landmark between today and 1830</p> <p>To be able to draw conclusions of the man-made changes of a location over time</p> <p>To be able to draw conclusions about why the Nature Reserve is placed close to the River Trent and how this affects wildlife</p>		
--	--	--	--	--	--

Themes Key:

Year Group:	Autumn Term	Spring Term	Summer Term
3	Blue Planet	Walk Like an Egyptian	Effervescent Earth
4	Ancient Greece	Viva Espana	Romans
5	Ayup Me Ducks	Anglo Saxons & Viking	Space
6	World War II	Ad Esse Optimum	Marvellous Maya

Biomes:

Y3	Y4	Y5	Y6
<p>Temperate Forest</p> <p>Desert</p> <p>Tundra/ Polar desert</p>	<p>Mediterranean Biome</p> <p>Tropical rainforest/</p> <p>Mediterranean Biome</p>	<p>Temperate Forest</p> <p>Temperate Forest - Local Study</p>	<p>Taiga /Tundra/ Temperate Forest</p> <p>Tropical Rainforest</p>

NB: Colour of font matched with themes in the key above