



Robin Hood Primary Geography Root and Branch Curriculum Plan

Foundation 1

Understanding the World- Past and Present

- Talk about the lives of the people around them and their roles in society;
- Know some **similarities** and **differences** between things in the **past** and **now**, drawing on their **experiences** and what has been read in class;
- Understand the **past** through settings, characters and **events** encountered in books read in class and storytelling;

Understanding the World- People, Culture and Communities

- Describe their **immediate environment** using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some **similarities** and **differences** between different **religious** and **cultural communities** in this country, drawing on their experiences and what has been read in class;
- Explain some **similarities** and **differences** between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

Understanding the World- The Natural World

- **Explore** the **natural world** around them, making observations and drawing pictures of animals and plants;
- Know some **similarities** and **differences** between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the **seasons** and **changing states of matter**.

Foundation 2

Understanding the World- Past and Present

- Can talk about their own family and the people around them, describing features about them.
- Starts to talk about the passage of time and understands significant events.
- **Understands 'different'** and events in their life that are different to others.
- Talks about events of significance and begins to use the word **'similar'**.

Understanding the World- People, Culture and Communities

- Knows **features of their environment**.
- Knows key features of different environments and what makes it different.
- Knows that there are **locations beyond their own**.
- Identifies some features of personal significance and some features that others find significant.

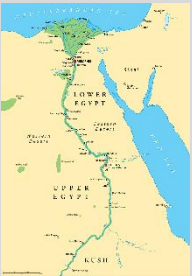
Understanding the World- The Natural World

- Notices features of the immediate environment.
- Starts to talk about changes to the weather.
- Shows some understanding of difference.

Key Stage	Progression of Root Skills		Branch Areas of Learning (Statutory Guidance as per DfE Curriculum 2014)	Leaf Knowledge (Specific Components of Learning) Language highlighted in red is non-negotiable language which must be displayed and understood
1	Locational Knowledge	Name and locate the four countries and capital cities of the UK. Name and locate Europe and Africa, along with the North and South Atlantic Oceans.	<u>Year 1</u> Local area Understanding their local area and how it compares to different countries around the world. Animals around the world: A study of maps and animals that are found in different locations 	To name and locate some places in the locality, UK and the wider world including capital cities and the four counties of the United Kingdom. To describe some similarities and differences between different places. To identify seasonal and daily weather patterns in the UK (weather chart in classroom). To devise a simple map; and use and construct basic symbols in a key. Other key language to use: beach, cliff, coast, forest, hill, mountain, sea, river, soil, season and weather city, town, village, factory, farm, house, office, port, harbour and shop
	Place Knowledge	Begin to compare and contrast the human and physical geography of two contrasting locations in the UK and Africa		
	Human and Physical Geography	Identify seasonal and daily weather patterns to show that some areas of the world are hot and cold. Describe weather patterns present in their own locality. To recognise and identify key physical features, including: beach, cliff, hill, mountain, sea, river, soil, season and weather. To identify and describe key human features, including: city, town, village, factory, farm, house and shop.		
	Geographical Skills and Fieldwork	Recognise and select world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at the key stage. Observe and describe aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise and describe a simple map; and use and construct basic symbols in a key. (Introduce Y1 and consolidate Y2.) To observe through simple fieldwork the geography of their school and its grounds and the key human and physical features of its surrounding environment. (Identify and recognise in Y1 and recall and describe in Y2.) Select and describe routes using locational and directional language (eg, near and far, and left and right), to sequence directions describing key features of the location on a map. (Local area walk in Bestwood) Select and observe a simple picture map to move around the school; Recognise that it is about a place; Speculate about the features that map be on the map. Select and use relative vocabulary (eg, bigger/smaller, like/dislike).		
	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 UK and its surrounding seas.	<u>Year 2</u> The Rainforest Locating and understanding where the Rainforests are in the world and their significance. Focus on Amazon. 	To name and locate significant places in their locality, the UK and the wider world. To name and locate the world's seven continents and five oceans. To describe similarities and differences of an area of the UK and a non-European country. To locate hot and cold areas of the world in relation to the Equator and the North and South Poles. To use different ways to record geographical information e.g. charts, maps, plans and pictures. Other language to use: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather city, town, village, factory, farm, house, office, port, harbour and shop
	Place Knowledge	Compare and contrast the human and physical geography of a small area of the UK (Skegness) , and a small area of a contrasting non-European country- Brazil (Amazon Rainforest) Revisited in Year 4 Identify appropriate items that would be needed in different holiday destinations.		
	Human and Physical Geography	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Describe weather patterns in their immediate locality and another locality. To identify, label and describe key physical features, including: Recall all of those covered in Y1 as a refresher. In addition, coast, ocean, valley and vegetation. To identify, label and describe key human features, including: Recall all of those covered in Y1 as a refresher. In addition, office, port and harbour.		
	Geographical Skills and Fieldwork	Recognise and select world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at the key stage. Observe and describe aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise and describe a simple map; and use and construct basic symbols in a key. (Introduce Y1 and consolidate Y2.)		
			We are explorers: Geographical skills and fieldwork.	

		To observe though simple fieldwork the geography of their school and its grounds and the key human and physical features of its surrounding environment. (Identify and recognise in Y1 and recall and describe in Y2.) Wollaton Camp trip Use simple compass directions (North, South, East and West) and locational and directional language (eg, near and far, and left and right), to describe the location of features and routes on a map. Follow a route on a map. Select and describe a plan view of a certain area of their immediate locality.		
2 (Lower)	Locational Knowledge	Locate the world's countries, using maps to focus on Europe, specifically those with a volcanic region Name, locate and demonstrate understanding of the geographical regions of Europe and the key topographical features. Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. Explain how the location of these features affect the weather in the Mediterranean countries studied.	<u>Year 3</u> Changes through different periods in the UK including the Stone Age, Iron Age and the Roman Empire and how it affected geographical significance of the United Kingdom. UK Countries and Cities: A study of Geographical regions, mountains, coasts and rivers in the United Kingdom. Map Skills: Comparing and contrasting maps of Bestwood from the past 150 years.  Comparison: A comparison of the UK (building on prior knowledge) and an area of Europe.	To name and locate counties and cities in the UK. To identify geographical regions and their identifying human and physical characteristics. To know key topographical features in hills, mountains, coasts and rivers) and to know how some of these aspects change over time. To understand geographical similarities and differences of a region of the UK and a region in a European country. To know environmental regions, key physical and human characteristics, countries and major cities in Europe. To 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	Compare and contrast the human and physical geography of the region of the UK and a variety of region in mainland Europe. Explain differences between each other.		
	Human and Physical Geography	Demonstrate understanding of key aspects of: 1) Physical geography, including mountains, volcanoes and earthquakes. 2) Explain human geography, including: types of settlement, land use and economic activity in those places studied (locally and abroad).		
	Geographical Skills and Fieldwork	Recognise and use maps, atlases, globes and digital/computer mapping to locate countries, plot routes and describe areas. Recognise the eight points of a compass, apply the four and six figure grid references, describe symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Apply field work skills 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 – linked to residential trips or local area studies specific to year group topics. Explain a map of a short route experienced with specific features in order of when they were observed. Observe and describe a simple scale drawing. Speculate reasons for the scales in the drawing. Summarise the reason for scales on different maps. Begin to match and compare boundaries of specific geographical places		
	Locational Knowledge	Locate the world's countries, using maps to focus on Europe, explaining the features of these countries, major cities and key physical and human characteristics. ALL KS2 children should be able to recall continents and oceans Name and locate cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers). Recap those features learnt in Y3. Identify and explain the position and significance of latitude and longitude.		
	Place Knowledge	Compare and contrast the human and physical geography of the region of the UK and Brazil. Revisit from Year 2 learning. Explain differences between these places and each other. Summarise the reasons for these differences.	<u>Year 4</u> Maps of Europe: Study of maps in Europe with links to Anglo-Saxon project question. Local Area Maps: A study of Nottingham landmarks and where these can be located on different maps.	To locate the world's countries using maps to focus on Europe and North and South America. To compare a region in the UK with a region in North or South America with significant differences and similarities. To identify the position and significance of Equator, North and South Hemisphere, Tropics of Cancer and Capricorn. To know key topographical features in hills, mountains, coasts and rivers) and to know how some of these aspects change over time. Other language to use: climate zones, rivers, mountains, volcanoes and the water cycle
	Human and Physical Geography	Demonstrate understanding of key aspects of: 1) Physical geography: including rivers, mountains and the water cycle (specifically the River Trent),		

		2) Explain human geography, including: trade links of economic activity in places studied (locally and abroad). Geographical Skills and Fieldwork Recognise and use maps, atlases, globes and digital/computer mapping to locate countries, plot routes and describe areas. Recognise the eight points of a compass, apply the four and six figure grid references, describe symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Apply field work skills 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 – linked to residential trips or local area studies specific to year group topics. Trip to Bestwood Country Park Recall and apply the 4 compass points confidently when talking about a route: Demonstrate understanding and explain the use of letter/no. coordinates to locate features on a map confidently when in a specific place (Nottingham local study) Sequence and explain a map of a short route experienced, with specific features. Create and explain a simple scale drawing. Summarise how the scale drawing can be differently scaled. Explain what these maps might look like. Begin to match and compare boundaries of specific geographical places (eg find same boundary of a country on different scale maps).	Comparison of the UK and Brazil Comparing differences between different water sources around the world and understanding why water is important. 	
2 (Upper)	Locational Knowledge	Recognise and locate the countries of Europe and Africa on a map, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ALL KS2 children should be able to recall continents and oceans Name and locate cities of the UK, geographical regions and their identifying human and physical characteristics Recall the position and significance of latitude and longitude of the Tropics of Cancer and Capricorn. Locate (observe and describe) the Rainforests of the world on a map and reach informed conclusions as to why they are in these areas, linked to the tropics.	Year 5 Greece: A study of the country and how it has changed since the Ancient Greek era. Understanding the cities and other physical features. 	To name and locate countries and cities of the United Kingdom. To name geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns. To understand how human and physical characteristics change over time. To locate the world's countries, using maps to focus on Europe and Africa, concentrating on their environmental regions, key physical and human characteristics countries and major cities. To 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). To compare a region in the United Kingdom and a region in Africa.
	Place Knowledge	Empathise and make reasoned judgements regarding the human and physical geographical similarities of a region of the UK and a region within Africa		
	Human and Physical Geography	Demonstrate understanding of: 1) Physical geography, including climate zones and vegetation belts. 2) Human geography, including: the distribution of natural resources including energy, food, minerals and water (rainforests and deforestation). Apply knowledge and reasoned judgements of these issues linked to current issues worldwide. Give reasons for and against why these reasons are justifiable or not. Evaluate what is being done and whether more is needed.	Africa: Understanding the importance of Africa, demonstrating understanding of why and how some places are similar or different and why they change. 	
	Geographical Skills and Fieldwork	Recognise and use maps, atlases, globes and digital/computer mapping to locate countries, plot routes and describe areas. Recognise the eight points of a compass, apply the four and six figure grid references, describe symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Apply field work skills 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 – linked to residential trips or local area studies specific to year group topics.		

		To explain the use of a compass rose and locate one on different geographical maps that are being studied or created. Compare maps with aerial photographs of local areas to other types of maps. Justify the use of atlases to find out about particular features of places (eg find the driest part of the world). Demonstrate understanding that there are different scales shown on maps. Explain why these scales are necessary.		
Locational Knowledge		Recognise and locate the countries of Darwin's journey on a map, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. ALL KS2 children should be able to recall continents and oceans Apply knowledge of key topographical features (including hills, mountains, coasts and rivers), and land-se patterns; and understand how some of these aspects have changed over time. Observe and describe the position and significance of latitude and longitude in relation to the Prime/Greenwich Meridian and time zones (including day and night). Reach informed decisions about the location of these features and their effect on the world.	Year 6 Exploration of the World: Studying Charles Darwin's adventure around the world. 	To locate the main countries in Africa, Asia and Australasia/Oceania. To know how land use has changed over time. To name and locate the key topographical features including coast features of erosion, hills, mountains and rivers. To compare a region in the UK with a region in North America with significant differences and similarities. To know different types of settlement and land use, economic activity including trade links, and the distribution of natural and sustainable resources including energy, food, minerals and water.
Place Knowledge		Empathise and make reasoned judgements regarding the human and physical geographical similarities of a region of the UK and a region within North America and 1 European Region.		
Human and Physical Geography		Demonstrate understanding of: Physical geography, including biomes. Human geography: the water cycle and rivers in the UK (Trent, revisit from Year 4) and Egypt (Nile), land use linked to these river and economic activities that benefit from these waterways. Justify and apply knowledge of these issues linked to current issues worldwide. Give reasons for and against why these reasons are justifiable or not. Evaluate and Critique what is being done and whether more is needed.	Rivers Study: Using knowledge of the river Nile to compare with the Trent and other famous rivers. 	
Geographical Skills and Fieldwork		Recognise and use maps, atlases, globes and digital/computer mapping to locate countries, plot routes and describe areas. Recognise the eight points of a compass, apply the four and six figure grid references, describe symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world. Apply field work skills 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. To demonstrate understanding and apply the use of the 8 compass points confidently and accurately; including 4-figure coordinates and 6/12 grid references. Draw and evaluate a variety of thematic maps based on their own data (Biomes). Follow and Explain a short route on an OS map of somewhere familiar to them. Demonstrate understanding of features shown on OS maps. Justify the use of atlases to find out about particular features of places (eg biomes of the world, rivers of the UK). Apply and use a scale to measure distance (internet mapping where a start and end point is put into the mapping programme.)	Second World War: Comparing and understanding the importance of North America during the Second World War. Also locating different countries and their involvement in the Second World War	