



Kinnerley CE Primary School Geography Long Term Plans



Detailed overview of NC Coverage

Year A Progression of Knowledge

Year A Y1/2 Barn Owls	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Autumn Where do I live?	<ul style="list-style-type: none">• I know that the world is split into seven land masses called continents.• I know that there are oceans between the continents.• I know the difference between a continent and a country.• I can name the four countries of the UK.• I can name the four capital cities of the UK and match them to their country		<ul style="list-style-type: none">• I can identify and describe some of the physical features of the UK, such as mountains, hills and lakes.• I know what a settlements is.• I can describe the basic differences between a village, town and city.	<ul style="list-style-type: none">• I can locate the United Kingdom on a world map.• I can locate the four countries of the UK on a map.• I know where the capital cities of the UK are on a map.• I can explore my local area, identifying basic human and physical features.• I can explore a map of my local area and identify basic features, such as roads and rivers.
Spring At the Farm			<ul style="list-style-type: none">• I know the difference between arable, dairy and livestock farming.• I know how the different seasons affect life on a farm and can explain what happens on a farm in the different seasons.• I can describe how living on a farm is different from living in a town using vocabulary such as buildings, fields, shops and roads.	<ul style="list-style-type: none">• I can use an aerial photo to identify features, such as buildings, fields and roads.• I can use a map with a simple key to identify features of a farm, such as different buildings and fields.• I know what the four points of a compass are.• I can use the four compass points to navigate around a map, for example by identifying what is north of the hay barn or east of the chicken shed.
Summer Let's Go on Safari	<ul style="list-style-type: none">• I know that Nairobi is the capital city of Kenya.	<ul style="list-style-type: none">• I can describe how the climate is different in Kenya to the UK.• I can compare and contrast the landscapes and settlements of Kenya and the UK	<ul style="list-style-type: none">• I know that countries near the equator are hot countries and countries near the poles are cold countries.• I know that Kenya is near the equator so it is a hot country.• I can describe the physical features of Kenya, using vocabulary such as beach, volcano, mountains, savannah and valley.• I know that there are lots of different groups of people in Kenya and that some live in traditional tribes and some live in modern cities.• I can describe some of the cultural features of Kenya.	<ul style="list-style-type: none">• I can describe which oceans surround the continent of Africa.• I can navigate around a map using a grid and compass directions.

Year A Y3/4 Snowys	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Autumn Where does our food come from?	<ul style="list-style-type: none"> • I know what the Northern and Southern Hemispheres are. • I know which hemisphere each continent is in. • I know what the Eastern and Western Hemispheres are. • I can name some countries that are in the Northern and Southern Hemispheres. • I know that the terms 'longitude' and 'latitude' are used to describe position on world maps and globes. • I know that the tropic of Cancer and tropic of Capricorn are lines of latitude. • I know that the tropics describes the area between the tropics of Cancer and Capricorn. • I know what the prime meridian is. 		<p>I can describe the basic features of some climate zones.</p> <ul style="list-style-type: none"> • I know what the terms 'import' and 'export' mean. • I know that a lot of foods are imported and exported around the world. • I can explain how land in tropical biomes is being changed to enable more food to be produced. • I can describe what the term 'deforestation' means. • I can describe ways farm land is used in Mediterranean climate zones. • I can describe the difference between arable and pastoral farming. • I can explain how land is used to produce food in the UK. • I can gather and explain information about UK food trade links. 	<ul style="list-style-type: none"> • I can use a climate zone map to identify where ice cap, tundra, boreal, temperate, subtropical and tropical climate zones are located. • I can read a timezone map and use it to answer questions about two different locations.
Spring Settlements	<ul style="list-style-type: none"> • I can identify modern settlements that have developed from an early settlement. • I can explain how settlements have developed over time. 	<p>I can identify and discuss the features of different settlements.</p> <ul style="list-style-type: none"> • I can use my local knowledge when exploring maps. 	<ul style="list-style-type: none"> • I can suggest land features early settlers would need to consider when choosing a settlement location. • I can design a settlement incorporating necessary human and physical features. 	<p>I can identify map symbols and abbreviations on an Ordnance Survey map.</p> <ul style="list-style-type: none"> • I can use online mapping software and Ordnance Survey maps to identify different features. • I can use online mapping software and Ordnance Survey maps to describe the areas between settlements. • I can create a plan of a fictional settlement.
Summer Our European Neighbours	<ul style="list-style-type: none"> • I can name different countries in Europe. • I can name the seas and oceans surrounding Europe. 	<ul style="list-style-type: none"> • I can compare the human and physical geography of London and Paris. • I can ask and answer questions to help me compare and contrast London and Paris. 	<p>I can identify European countries based on human features, such as language, flag and currency.</p> <ul style="list-style-type: none"> • I can identify the capital cities of Europe. • I can compare two European capital cities according to their human and physical features. • I can use independent research to explore the human and physical features of a particular European country 	<ul style="list-style-type: none"> • I can locate the countries of Europe, including Russia, on a map of Europe. • I can locate the capital cities of Europe on a map.

Year A Y5/6 LEOs	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Autumn Investigating Rivers			<ul style="list-style-type: none"> • I can explain the process of the water cycle using appropriate vocabulary, such as precipitation, condensation, evaporation and transpiration. • I can describe the role rivers play in the water cycle. • I can explain the journey of a river from source to mouth in detail, including vocabulary such as delta, tributary and meander. • I can explain the processes of erosion, transportation and deposition in relation to rivers. • I can describe why rivers are useful, such as for transportation, wildlife habitats, energy, farming and leisure. • I can describe the causes of river pollution and its effect on the environment. • I can generate geographical questions about a particular river and use a variety of sources to find the answers. 	<ul style="list-style-type: none"> • I can use a world map to identify major rivers around the world.
Spring Extreme Earth	<ul style="list-style-type: none"> • I know where some places of extreme temperature are located. 	<ul style="list-style-type: none"> • I know that the first layer of the Earth's atmosphere is called the troposphere and that it is here that weather occurs. • I can use data to create a graph showing the hottest and coldest inhabited places on Earth, before comparing them. • I can explain what a drought is and some of the causes and effects. • I can explain why some areas get more rain than others in relation to the water cycle. • I can describe some extreme weather phenomena around the world, including tornados, tropical storms, hail storms and blizzards. • I can describe the effects of extreme weather phenomena on the environment and people affected. • I can use plate tectonics to describe what earthquakes are and why they happen. 		

		<ul style="list-style-type: none"> • I know what the Richter scale is. • I can describe the effects of earthquakes on the environment and people affected. • I know that tsunamis occur when there are earthquakes on the ocean floor. • I can describe what happens when a volcano erupts. 		
Summer The United Kingdom	I can describe key geographical features of the UK and its countries. • I know that the UK can be split into regions and that each region contains several counties. • I can identify and name the counties of the UK.		<ul style="list-style-type: none"> • I can explore the human and physical features of a particular town or city in the UK. • I know the difference between a hill and a mountain. • I can describe how different mountains are formed. • I can name and locate mountain ranges of the UK. • I know the difference between a sea and an ocean. • I can identify, locate and describe different coastal areas of the UK, using vocabulary such as erosion, coastal stacks and cliffs. • I can name and locate the major rivers of the UK. • I know that rivers start their journey at the source and end their journey at the mouth. 	I can place the four countries and capital cities of the UK on a map, along with other places, such as the Isle of Wight and Shetland Islands. • I can use given clues to locate the counties of England on a map. • I can use a map to answer true or false questions about the location of a county. • I can locate the major towns and cities of the UK on a map.

Year B Progression of Knowledge

Year B Y1/2 Barn Owls	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Autumn The Four Seasons			<ul style="list-style-type: none"> • I know what seasons are and how they relate to the months of the year. • I can describe the features of each of the seasons using appropriate vocabulary to describe weather patterns. • I can compare the four seasons. 	
Spring My World and Me		I can compare the climate of the UK and Ecuador. • I can compare and contrast the physical features of the UK and Ecuador. • I can compare and contrast the capital cities of Ecuador and the UK,	<ul style="list-style-type: none"> • I can describe the physical and human features of Ecuador. • I can identify animals that live in hot and cold countries. 	I can locate the five oceans on a map. • I can identify the equator and the poles on a world map. • I can use aerial photos to describe a variety of landscapes and locations around the world. • I can create a map of my route to school using a key.

Summer Around the World	<ul style="list-style-type: none"> • I know that France is a country in Europe. • I know that China is a country in Asia. • I know that Australia is the name of both a country and a continent. • I know that Kenya is a country in Africa. • I know that the USA is a country in North America. • I know that Brazil is a country in South America. • I know that there are no countries in Antarctica. 	features.	<ul style="list-style-type: none"> • I can identify and describe some key human and physical features of countries in each of the continents. • I can use words such as city, beach, mountain and lake to describe features of a place. • I know that some countries are hot countries and some countries are cold countries. 	<ul style="list-style-type: none"> • I can identify the UK and France on a map of Europe. • I know that the lines within a map denote country borders. • I can locate the seven continents on a world map
Year B Y3/4 Snowys	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Autumn Countries of the World	<ul style="list-style-type: none"> • I can name the seven continents of the world independently. • I can compare the seven continents by size, number of countries and population. • I can name several different countries in each continent. • I can name some major capital cities of the world. • I know where the North and South Poles are. 	I can compare two different countries and state their similarities and differences.	<ul style="list-style-type: none"> • I know that places have different climate zones depending on where they are located, such as desert, arctic and tropical. • I can describe what some of the climate zones of the world are like. • I can identify key physical features of the seven continents, including the tallest mountain and longest river in each. • I can describe the difference between human and physical geography. • I can use a variety of sources to find out about the physical and human geography of a particular country. 	<ul style="list-style-type: none"> • I can label each of the seven continents on a world map. • I can locate countries in a particular continent on a world map. • I can use given clues to help me locate a country on a world map. • I know that I can use an atlas and the internet to find where countries are located in the world. • I can use a climate zone map to identify what a country's climate is like. • I can locate major capital cities of the world on a map.
Spring Earning A Living	<ul style="list-style-type: none"> • I know that the UK's industries are dependent on geographical areas. 		<ul style="list-style-type: none"> • I understand the concept of trade links. • I understand the concept of an economy. • I can identify a variety of jobs that belong to different sectors. • I know what some of the UK's top industries are. • I can describe how climate and landscape help determine a country's industries. • I can explain how unemployment affects people in the UK and around the world. • I can explain how child labour around the world affects the economy. 	<ul style="list-style-type: none"> • I can use a map of the UK to identify where different industries are more prevalent. • I can annotate a world map to show different industries in different countries.
Summer	<ul style="list-style-type: none"> • I can locate the country and continent of deserts and desert cities. 		<ul style="list-style-type: none"> • I can name and locate the major deserts of the world • I can use line graphs and charts to explore 	<ul style="list-style-type: none"> • I can use a map with a key to identify deserts on a world map

In the Desert			<p>and compare climate data for deserts around the world.</p> <ul style="list-style-type: none"> • I can explain how erosion and other processes create different desert formations. • I can describe some of the ways in which humans use deserts, such as mining, solar farms, military testing and recreation. • I can describe some of the ways in which people use desert land to live. • I can use independent research to find out about the human geography of a desert city. • I can describe and discuss the causes and consequences of desertification. 	
Year B Y5/6 LEOs	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Autumn Exploring Scandinavia	<ul style="list-style-type: none"> • I know that Scandinavia is made up of the countries Norway, Sweden and Denmark. 	<p>I can use graphs to compare the climates of London, Copenhagen and Umeå.</p> <ul style="list-style-type: none"> • I can compare and contrast the human and physical geography of an area in the UK and an area in Scandinavia. 	<ul style="list-style-type: none"> • I can use photographs to describe what the landscape of Scandinavia is like. • I can suggest what the weather and climate in Scandinavia might be like based on its location in the world. • I know that Scandinavia has areas of marine west coast, humid continental, subarctic and tundra climates. • I can describe the features of the different climate zones in Scandinavia. • I can use line graphs and bar charts to explore the climate of different cities in Scandinavia. • I can name and describe some of the physical features of Norway, including glaciers, waterfalls, fjords and mountains. • I know that the physical geography of Norway, Sweden and Denmark is very different, and can describe some of these differences. • I can research and explore the human geography of Scandinavia, including language, currency, population, food, religion, culture, government and economy 	<p>I can locate Scandinavia's countries and major cities on a map.</p> <ul style="list-style-type: none"> • I can use a climate map to identify areas of different climates in Scandinavia.
Spring Water World		<ul style="list-style-type: none"> • I can compare and contrast water availability and usage in the UK and Kenya. 	<ul style="list-style-type: none"> • I can name and describe the Earth's bodies of water, including seas, oceans, lakes, reservoirs, bays, gulfs, straits, glaciers and fjords. • I know that some of the Earth's bodies of water have salt water and some have fresh water. • I can understand and explain the water 	<p>I can use a water quality map and an atlas to identify countries in the world where everyone has access to clean water, most people have access to clean water and most people do not have access to clean water.</p> <ul style="list-style-type: none"> • I can identify local bodies of water on a map. • I can use fieldwork to observe, measure, record and present information about a local

			<p>precipitation, infiltration, evaporation, transpiration, condensation and transportation.</p> <ul style="list-style-type: none"> • I can explain why the water cycle is important for our planet. • I can draw and label a diagram of the water cycle. • I can describe some of the ways in which people need water every day to live. • I know that water is pumped into a water treatment plant, then pumped into houses for the water we use every day. • I can describe the six steps in the water treatment process. • I know what the term 'water conservation' means and why this is important. • I know that Kenya is a water-scarce country. • I can explain what hydropower is and how it can be used to contribute to a sustainable future. • I can identify the positive and negative aspects of using hydropower. • I can carry out my own research into a particular hydroelectric dam around the world. 	
Summer North America	<p>I can identify the countries of North America.</p> <ul style="list-style-type: none"> • I can match North American capital cities with their correct country. 	<p>I can compare my local area with an area in North America by generating and answering questions about the human and physical geography of both places</p>	<ul style="list-style-type: none"> • I can compare the climates of different parts of North America using graphs. • I can match a description of a climate to a corresponding bar graph. • I can describe some of the main geographical features of North America, such as the Grand Canyon, Niagara Falls and the Hubbard Glacier, and how they were formed. • I can compare the features of North American capital cities, and order cities by population and area. • I can use independent research to find out about the human and physical geography of a particular North American country. 	<ul style="list-style-type: none"> • I can use given information about the location of North American countries to label a map of North America. • I can use a time zone map to state what the time would be in different places in North America compared to the UK, and vice versa.