



The Geography Curriculum at Crowthorne – Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

NC Objective	Year 3 Global: South America and Rainforests (AU1) Local and National: Great Britain (SPR) Global: Europe (France) (SU)	Year 4 Global: All Around the World (AU2) Global: Volcanoes and Earthquakes (SP2) National: Marvellous Maps (SU2)	Year 5 Global: Are all African countries the same? (AU2) National and Global: Mountains (SP2) National and Global: Rivers and Beaulieu (SU1)	Year 6 Global: Climate Zones (AU1) Local: Bracknell (SPR) Global: North America (SU1)
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	Label a map with continents and oceans. Locate South America and countries and cities within it (AU1). Identify some of the key physical features in South America (AU1). Locate Europe and countries within Europe on a map + oceans and continents revision (SU).	Locating countries on a globe and in an atlas: within the Northern and Southern hemisphere. Locating countries on the Equator, locating countries with tropical climates (AU1). Locating countries that have volcanoes and countries that are part of the 'Ring of fire' (SPR2). Locate countries in Europe and North and South America on a map. Locate cities in the UK on a map and identify some of their features (SU2).	Locate Uganda and other countries in Africa. (AU2). 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 <i>in the context of mountain ranges</i> (SP2). Locate key mountain ranges of the World. Use a map to find and describe key features of the mountains (SP2). Locate the world rivers on a map (SU1)	Location of North America/United Kingdom (SU1) Location of countries within N.America on map (SU2)
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.	Locate and label countries and capital cities and seas of UK.(SPR) Rivers and mountains in the UK- find, using an atlas, and label on marked maps. (SPR)	Maps are used to describe how land use has changed over time. Children look at the positives and negatives of tourism. Human features are identified through the use of map symbols (SU2).	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) in the context of hills and mountain ranges (AU2). Locate key areas of higher ground in the UK (AU2). Children look at the positives and negatives of tourism on mountains (SPR2). 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) included in Beaulieu study and stream survey (SU) Locate the major rivers of the UK (SU) Locate the major rivers of the World (SU)	Locating major cities on map of Great Britain. Locating rivers and tributaries (Sp1 Referring back to spring term and make further comparisons of use within Crowthorne and a country in N.America)(SU1)

			Identify the features of rivers and streams (SU).	
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)	Locate the equator on a map and globe. Locate the tropic of cancer and Capricorn. Identify the northern and southern hemispheres. (AU1).	Locate the equator on a map and globe. Locate the Northern and Southern Hemisphere on a map and globe. Find the North and South poles on a globe or map. Identify lines of latitude and longitude, the Arctic and the Antarctic circle on a map. Identify the location of the Tropic of Cancer and Capricorn. Identify differences between the UK and the Tropics. Identify the location of the Prime Meridian. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Explain why we need to have time zones. Explain why day and night occur. (AU2)	Cross-curricular link Year 4 unit is used as a building block to understand more abstract concepts in the year 5 science curriculum where children have to understand the earth's movement in space related to the solar system focusing on day and night, months, years, seasons and phases of the moon. Revise learning from Year 4 in Science earth and Space unit: Locate the Northern and Southern Hemisphere on a map and globe. Identify lines of latitude and longitude, the Arctic and the Antarctic circle on a map. Identify the location of the Tropic of Cancer and Capricorn. Explain why we need to have time zones. Explain why day and night occur. Identify the significance of the equator and the impact it has on a country's climate. (AU2).	Identifying lines of latitude and longitude/equator, tropics and oceans on map to the world along with identifying differing climate zones (AU1)
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	Bracknell Forest V's Amazon Rainforest- look at images of both. Children discuss and compare the human and physical features of both. (AU2) Crowthorne/Berkshire compared to Newcastle/Carlisle – Durham/Northumberland/Cumbria Looking at the Devil's Highway with Hadrian's wall routes (SPR). Comparing settlements in France- Paris, Cannes and Carcassonne (not with a UK location) (SU).		Look at human and physical features in and around the area of Beaulieu- carry out land use survey as field trip work and compare to our locality (SU2)	Identifying the climate zones around the planet and how nature and wildlife are affected by them (AU1) Comparing population/land use/cost of living/religion/customs between Crowthorne and County in N.America (SU1)
Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Identify key physical features in South America. Children learn about a tropical climate and what lives and grows there. (AU1). Use maps to find and label rivers and mountains in France. (SU).	Children find out about tropical climates when looking at the tropic of cancer and Capricorn and compare it with the UK climate (AU2). Locate major volcanoes and earthquakes on a globe and in an atlas. Identify and describe different types of volcanoes. Explain what causes volcanoes and earthquakes through a non-chronological report (SPR2).	Explain how different types of mountains are formed. Describe a mountainous climate. Create a fact file about a specific mountain (SPR2) Cross-curricular link: Children write a paragraph explaining each stage of the water cycle. Learning is built on the children's understanding of evaporation and condensation from the year 4 science unit 'Solids and Liquids'.	Identify climate zones around the World (AU1). Type of settlement/economic use How is the land around Bracknell used? Looking at population (SPR2)

		<p>Cross-curricular link: Children are introduced to the water cycle in Science during the 'Solids and liquids' unit. They also use the Water cycle as an example of an explanation text in English; looking at and identifying the features.</p>	Children study key aspects of a river including source, mouth, meanders. Field study undertaken in Beaulieu investigating depth and velocity of a stream in different places along its course (SU1).	
Describe and understand key aspects of: <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>Posters to highlight the importance of rainforests, what they provide for the rest of the world and how to help protect them. (AU1).</p> <p>Using maps to consider physical features and landscape around the two routes (Hadrian's Wall and The Devil's Highway) (SPR).</p> <p>Top Trumps cards to compare European countries.</p> <p>Comparing three settlements in France- Paris, Cannes and Carcassonne- Consideration woodland for building materials, high ground for defence, river for transporting goods and water, near to the sea for trade. (SU).</p>		<p>Children create a non-chronological report and include a section on trade links in Uganda. They label a map identifying the products produced and their location.</p> <p>Children write a recount of their experiences on a mountain.</p> <p>Describe how tourism affects mountain regions.</p> <p>Look at trade links in the Himalayas. Children create a travel guide and include a section on trade links. They label a map identifying the products produced and their location. (SPR2)</p>	
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	<p>Use of maps, atlases, Google Earth and images to describe the landscape and features of South America with a focus on rainforests. (AU1).</p> <p>Rivers and mountains in the UK- find, using an atlas, and label on marked maps. (SPR).</p> <p>Atlases to locate and label rivers and mountains in France.</p> <p>Maps to consider features of three settlements in France. (SU).</p>	<p>Use maps, globes and atlases to locate significant lines of latitude and longitude.</p> <p>Locate countries within the arctic circle. (AU2).</p> <p>Locate significant volcanoes on maps and atlases (SPR2).</p> <p>Use maps and atlases to locate specific regions and counties in the UK. (SU2).</p>	To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of mountain ranges . Google earth is used to look at different mountain ranges using the 3D feature so that children can understand the location of the mountains as well as their terrain (SPR2).	Identifying countries located within differing climate zones and comparing their features (AU1) Using Atlases to locate N/America countries and their relationship with each other (SU1)
Use the 8 points of a compass, 4- and 6-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	<p>Location of counties in England in relation to each other using a map (e.g. Durham is north of Yorkshire)</p> <p>Use of Ordnance survey maps to look at features along the route of Hadrian's Wall and The Devil's Highway. (SPR).</p>	<p>Children use a key to describe features on an ordnance survey map.</p> <p>Children use the 8 compass points to describe routes on a map.</p> <p>Children use 4 and 6-figure grid references to locate places on a map.</p> <p>Children plan a journey using the eight compass points and four or six-figure grid references. (SPR2).</p>	<p>Children write the route from Crowthorne to Beaulieu using post codes, 6 grid reference numbers, and 6 points of compass directions (SU).</p> <p>Children undertake an orienteering activity whilst in Beaulieu using compass points.</p>	Use of compass and grid reference to locate Bracknell (SPR2)
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,	<p>Field sketches of area of Devil's Highway.</p> <p>Using maps to consider physical features and landscape around the two routes. (Hadrian's Wall and The Devil's Highway.)</p>		<p>Beaulieu- Identify the human and physical characteristics of Beaulieu.</p> <p>To find out about the human geography of Beaulieu (SU).</p>	Fieldwork to map location of Bracknell. Survey of people of Bracknell – field trip (SPR2)

plans and graphs, and digital technologies	Use of photographs to consider if it was a good settlement. (SPR).			
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