



# Drake Primary School and Little Pirates

## Geography Sequencing 2024-2025

Locational knowledge = Green
Place knowledge = Orange
Fieldwork and skills = Blue
Human & physical geography = Pink

	Autumn 2024	Spring 2025	Summer 2025
<b>Reception</b>	<p><b>Understanding the World</b></p> <p>Compare and contrast through images similarities and differences between towns, cities, villages.</p> <p>Discussion about helping others, thinking of others in need in this country and in other countries.</p> <p>Maps- school and local area</p>	<p><b>Understanding the World</b></p> <p>Local area</p> <p>Cultures and countries</p>	<p><b>Understanding the World</b></p> <p>Farming</p> <p>City and countryside</p> <p>Food from around the world</p>
<b>Year 1</b>		<p><b>PLACE</b></p> <p><b>Geographical skills &amp; fieldwork:</b> Use a simple map to navigate round the school.</p> <p>Identify where Thetford is in England and be able to represent this on a map.</p> <p>Learn about Thetford and our wider community (Norwich).</p> <p><b>Locational knowledge:</b> Identify the different countries in the UK, and the capital cities of the four countries in the UK.</p> <p><b>Human and physical geography:</b> Identify the different countries in the UK and their seasonal daily weather patterns.</p>	<p><b>GROW</b></p> <p><b>Geographical skills &amp; fieldwork:</b> Recognise and celebrate our families and where we have connections to.</p> <p><b>Place knowledge:</b> Compare Thetford to a Non-European city (Cape Town).</p> <p>Compare similarities and differences of Thetford and Cape Town.</p> <p><b>Physical geography:</b> Identify physical features that Thetford has.</p> <p>Know about further physical features in the World.</p>

<p><b>Year 2</b></p>		<p style="text-align: center;"><b>EXPLORE!</b></p> <p><b>Locational Knowledge:</b> Name and locate the world's 7 continents and 5 oceans.</p> <p><b>Geographical skills and fieldwork:</b> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans.</p> <p><b>Geographical skills and fieldwork:</b> 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><b>Geographical skills and fieldwork:</b> 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 style="text-align: center;"><b>CONNECTIONS</b></p> <p><b>Locational Knowledge:</b> Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><b>Human and Physical Geography:</b> 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><b>Geographical skills and fieldwork:</b> 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><b>Geographical skills and fieldwork:</b> 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><b>Geographical skills and fieldwork:</b> 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><b>Place knowledge-</b> UK vs Australia project 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><b>Year 3</b></p>		<p style="text-align: center;"><b>MOVEMENT: RIVERS, WATER CYCLE</b></p> <p><b>Physical Geography:</b> Describe and understand key aspects of: physical geography, including: rivers.</p> <p><b>Geographical skills and fieldwork:</b> 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><b>Geographical skills and fieldwork:</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	

		<p><b>(Amazon river) Place knowledge:</b> 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.</p> <p><b>Locational Knowledge:</b> 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.</p> <p><b>Human geography:</b> Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	
Year 4		<p><b>EARTHQUAKES</b> What is the earth made of? Deepen their understanding of the interaction between physical and human processes and the formation and use of landscapes. Explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p><b>VOLCANOES</b> <b>Human and physical geography:</b> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. How are volcanoes made?-Develop contextual knowledge of the location of globally significant places and their defining characteristics-mountain ranges, esp Himalayas. Why do volcanoes erupt? How does an earthquake occur?</p> <p><b>MOUNTAIN RANGES</b> <b>Locational knowledge:</b>Locate key environmental regions and key physical and topographical features -China, Tibet, India, Nepal, Everest.</p>	<p><b>COASTS</b> <b>Locational knowledge:</b> 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. Coastal destinations of the UK and the world. Explore the issues around environmental damage to bodies of water. Explain how a beach works and how coastal erosion happens. Research coastal habitats and inhabitants. Explain how land is used around and in coastal areas.</p>

		<p>Compare Himalayas to Andes. How are mountain ranges and mountains formed? How do people manage to live in mountain ranges? How is life different for people living at high altitude? Compare the Himalayas and another mountainous region to the Andes.</p>	
Year 5	<p>[A study of the location of Egypt, the River Nile- Egypt / Africa/ desert/ flooding/ irrigation/ farming/ (allotment)/ settlements]</p>	<p><b>ORDNANCE SURVEY MAPS</b>  <b>Geographical skills and fieldwork:</b> Use maps, atlases and digital maps to locate countries and describe features studied.  <b>Geographical skills and fieldwork:</b> 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.  <b>Geographical skills and fieldwork:</b> 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.  <b>Locational knowledge:</b> 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)</p>	<p>Location of Greece</p>
Year 6		<p><b>POLAR REGIONS</b>  <b>Place knowledge:</b> Polar climate- 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.  <b>Locational knowledge:</b> Polar day and night- Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).  <b>Geographical skills and fieldwork:</b> Polar oceans - Are competent in the geographical skills needed</p>	<p><b>MEXICO</b>  <b>Place knowledge:</b> 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.  <b>Locational knowledge:</b> identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.</p> <p>+France trip and pre-trip study</p>

to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS); communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**Physical geography:** Polar landscapes -Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.