

## KS1 Geography Skills Map - Nassington

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught about:

Element	Topic/Term	Topic/Term	Topic/Term
<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>- name and locate the world's seven continents and five oceans (<b>Arctic, Antarctica, North and South America, Europe, Asia, Africa, Oceania</b>), <b>Pacific, Atlantic, Indian, Arctic, Southern (Plastic Pollution)</b></li> <li>- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <b>knowing England, Scotland, Wales and Northern Ireland (Our Local Area) Capital cities – London, Edinburgh, Cardiff, Belfast (Our Local Area)</b></li> </ul>	<p><b>Water</b> Willow, Spring 2</p>	<p><b>Plastic Pollution</b> Willow, Summer 1</p>	<p><b>Our Local Area</b> Willow, Summer 2</p>
<p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (<b>St Ives, Seaside</b>), and of a small area in a contrasting non-European country (<b>Mara, Kenya to directly compare features such as schools, uniform, shops, animals</b>) <b>Comparing Warmington to the savannah (Weather Experts) – which is dry, which is wet. Compare Warmington to the Arctic and how the animals adapt – fur, colour, blubber, diet</b></li> </ul>	<p><b>Our Local Area</b> Willow, Summer 2</p>	<p><b>The Seaside</b> Willow, Summer 2</p>	
<p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>- identify seasonal and daily weather patterns in the United Kingdom <b>knowing it is warmer in the summer and colder in the winter (Seaside)</b> and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>knowing countries nearer the Equator are warmer and seasons differ in the hemispheres (Seaside)</b></li> <li>- use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>identifying places in St Ives, Cornwall. Water</b></li> <li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <b>(spotting this in a seaside town such as St Ives) Comparing Warmington (village) to Oundle (town) to Peterborough (city) – Our local area</b></li> </ul> </li> </ul>	<p><b>Water</b> Willow, Spring 2</p> <p><b>The Polar Express</b> Willow, Spring 2</p>	<p><b>Plastic Pollution</b> Willow, Summer 1</p> <p><b>The Seaside</b> Willow, Summer 2</p>	<p><b>Our Local Area</b> Willow, Summer 2</p>
<p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>- 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 <b>Which UK country is where in comparison to the others (Water, Plastic Pollution) Compass point song</b></li> <li>- 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</li> </ul>	<p><b>Water</b> Willow, Spring 2</p>	<p><b>Plastic Pollution</b> Willow, Summer 1</p>	<p><b>Our Local Area</b> Willow, Summer 2</p>

<p>routes on a map. <b>Using a map to find their way around Nassington (Our Local Area) – using directions to find their way around the village, using a map and directions.</b></p> <ul style="list-style-type: none"> <li>- 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 (<b>Areas of Nassington to spot different features of the village – the church, school, different roads, the Cricket Field and the roads the children use</b>)</li> <li>- 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. (<b>drawing of school and surrounding areas</b>)</li> </ul>			<p><b>The Seaside</b> Willow, Summer 2</p>
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## KS2 Geography Skills Map - Nassington

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.

### Pupils should be taught about:

Element	Topic/Term	Topic/Term	Topic/Term
<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>- 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 <b>using maps to locate Nassington and identify physical and human features – rivers, mountains, cities, roads, towns, industry. Focus on Chernobyl to look at location and impact of events.</b></li> <li>- name and locate counties (<b>Cornwall, Swansea, Londonderry, Aberdeenshire</b>) and cities of the United Kingdom (<b>London, Edinburgh, Belfast, Cardiff</b>), geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers <b>Tay, Thames, Severn, Bann – Our incredible Island</b>), and land-use patterns; and understand how some of these aspects have changed over time</li> <li>- 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) <b>Marvellous Maps – retrieval activities through cold tasks.</b></li> </ul>	<p><b>All Around The World</b></p> <p>Silver Birch, Autumn 2</p> <p><b>The UK</b></p> <p>Silver Birch Autumn 1</p>	<p><b>Trading and Economics</b></p> <p>Rowan Spring 2</p> <p><b>Raging Rivers</b></p> <p>Rowan Autumn 2</p>	<p><b>Marvellous Maps</b></p> <p>Rowan Summer 2</p> <p><b>Our Changing World</b></p> <p>Rowan Summer 2</p>
<p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>- 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>studying local area, Ukraine (Eastern Europe), Mexico (Mayans) and Indus Valley. Running theme of why did people settle there, what was the country like, terrain, water, food. What changes did the humans make to these areas? Impact of colonialism on different American countries. Impact on Chernobyl and local area of the 1986 explosion. Studying of El Salvador (Trading and Economics) – comparisons of economies, population, fair trade, service and agriculture, trading.</b></li> </ul>	<p><b>The UK</b></p> <p>Silver Birch Autumn 1</p>	<p><b>The Rainforest</b></p> <p>Silver Birch Spring 1</p> <p><b>Eastern Europe</b></p> <p>Rowan Spring 2</p>	<p><b>Indus Valley</b></p> <p>Rowan Summer 1</p>
<p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>- describe and understand key aspects of: <ul style="list-style-type: none"> <li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (<b>Ring of Fire, Mounts Etna and Vesuvius, Kobe Earthquake, Boxing Day Tsunami, San Andreas Fault – discussion with earthquake survivors – Natural Disasters</b>) (<b>Meanders, waterfalls, deposition – relevance of the Nene to the local area</b>)</li> <li>- 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 <b>using maps to locate Nassington and identify physical and human features – rivers, mountains, cities, roads, towns, industry. Focus on Chernobyl to look at location and impact of events. Studying of El Salvador (Trading and Economics) – comparisons of economies, population, fair trade, service and agriculture, trading.</b></li> </ul> </li> </ul>	<p><b>Extreme Earth</b></p> <p>Silver Birch Spring 1 and 2</p>	<p><b>The UK</b></p> <p>Silver Birch Autumn 1</p> <p><b>Eastern Europe</b></p> <p>Rowan Spring 2</p>	<p><b>Marvellous Maps</b></p> <p>Rowan Summer 2</p>
<p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (<b>Marvellous Maps – location of Nassington, the UK, Ukraine, Russia, Chernobyl, identifying features and sketching maps.</b>)</li> </ul>	<p><b>The UK</b></p> <p>Silver Birch Autumn 1</p>	<p><b>All Around The World</b></p> <p>Silver Birch Autumn 2</p>	<p><b>Marvellous Maps</b></p> <p>Rowan Summer 2</p>

<ul style="list-style-type: none"><li>- 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>(retrieval activities)</b></li><li>- 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>(Use of maps, atlas, Google Earth to identify features of areas and, for Chernobyl, to study the impact on the town, exclusion zones and surrounding areas – Eastern Europe, Marvellous Maps)</b></li></ul>			
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