



Geography Curriculum

Topics studied

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Where do we come from? Looking and exploring the different nationalities within the class.</p> <p>Discuss important places in the community, discussions, drawing pictures, mark making/simple sentences as well as in play</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p>	<p>Kenya</p> <ul style="list-style-type: none">• Food• Geography• Music• Toys• Animals <p>Our countries</p> <p>Denmark</p>	<p>Map work</p> <p>Continents</p> <p>Where are we from?</p> <p>Mexico</p> <p>Seaside</p>	<p>Map of the World</p> <p>Australia</p> <p>Denmark</p>	<p>Rainforests of the World</p> <p>Map skills; Hillerød visit</p> <p>World Geography; Design your own country (focus on physical features and climate zones).</p>	<p>Japan: Mapping skills Physical geography (volcanoes, fault lines, tectonic plates.</p> <p>Ancient Greece Mapping skills Physical geography Mountains versus coast in relation to warfare and trade. Tourism in modern day Greece.</p> <p>Denmark, tourist attractions.</p>	<p>Mountains</p> <p>Rivers</p> <p>Elements of World War Two and Vikings involve Geography skills also.</p>



	KS1	Years 3 and 4	Years 5 and 6
Locational Knowledge	<p>KS1 Geography National Curriculum</p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, Denmark and their locality.</p> <p>Children can:</p> <ol style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of Denmark and its surrounding seas; use key vocabulary to demonstrate knowledge and understanding in this strand: Copenhagen, Denmark, town, city, village, sea, beach, hill, mountain, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Lower KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the Denmark and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ol style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 	<p>Upper KS2 Geography National Curriculum</p> <p>Pupils should extend their knowledge and understanding beyond the local area to include Denmark, Europe and Asia. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ol style="list-style-type: none"> use maps to locate the world's countries with a focus on Northern Europe (Year 6) and Asia (Year 5), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;



		<p>c. 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;</p> <p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>b. name and locate counties and cities of Denmark, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</p> <p>c. identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</p> <p>d. use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, border, key.</p>
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Place Knowledge	KS1 Geography National Curriculum	Lower KS2 Geography National Curriculum	Upper KS2 Geography National Curriculum
	<p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, Denmark and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none">a. compare Denmark with a contrasting country in the world;b. compare a local city/town in Denmark with a contrasting city/town in a different country;c. use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.	<p>Children can understand geographical similarities and differences through the study of human and physical geography of different regions, for example, a region in a European country and a region within North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none">a. understand geographical similarities and differences through the study of human geography of a region of Denmark;b. explore similarities and differences, comparing the human geography of a region of Denmark and a region of South America;c. understand geographical similarities and differences through the study of physical geography of a region of Denmark;d. explore similarities and differences comparing the physical geography of a region of Denmark and a region of South America;	<p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of Denmark, and a region within Europe or Asia.</p> <p>Children can:</p> <ul style="list-style-type: none">a. understand geographical similarities and differences through the study of human geography of a region of Denmark, a region of Europe and Asia;b. understand geographical similarities and differences through the study of physical geography of a region of Denmark, a region of Europe and Asia;c. use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.



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		<p>e. use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	
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	KS1 Geography National Curriculum	Lower KS2 Geography National Curriculum	Upper KS2 Geography National Curriculum
Human and Physical Geography	<p>Children will understand key physical and human geographical features of the world.</p> <p>They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none">a. identify seasonal and daily weather patterns in Denmark and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;b. use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;c. use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	<p>Children locate a range of the world's most significant human and physical features.</p> <p>Explain how physical features have formed, why they are significant and how they can change.</p> <p>Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can describe and understand key aspects of:</p> <ul style="list-style-type: none">a. physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;b. human geography, including: types of settlement and land use;c. use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution,	<p>Children will locate a range of the world's most significant human and physical features.</p> <p>Explain how physical features such as mountains and rivers have formed, why they are significant and how they can change.</p> <p>Children can understand how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can describe and understand key aspects of:</p> <ul style="list-style-type: none">a. physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;b. 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;c. use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster,



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		<p>settlement, settler, site, need, shelter, food.</p>	<p>settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.</p>
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Geographical Skills and Fieldwork	KS1 Geography National Curriculum	Lower KS2 Geography National Curriculum	Upper KS2 Geography National Curriculum
	<p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none">a. use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;b. use simple compass directions and locational and directional to describe the location of features and routes on a map;c. devise a simple map; and use and construct basic symbols in a key;d. use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;e. use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West,	<p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none">a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;b. use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;c. use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	<p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none">a. use maps, atlases, globes and digital/computer mapping to locate countries and describe features;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 Denmark and the wider world;c. use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;d. use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude,



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	plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, changes, tally chart, pictogram, world map, country, continent, human, physical.		key, symbol, Ordnance Survey, compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
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