

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6
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	Year R - Geography	Year R - Geography	Year R - Geography	Year R - Geography	Year R - Geography	Year R - Geography
Focus	Module 1 Where I live	Module 2 Where I live	Module 3 Winter Environment	Module 4 Spring environment Growing / Life cycles	Module 5 Maps and Globes Comparing and contrasting different biomes to our own	Module 6 Maps and Globes Comparing and contrasting different biomes to our own
Knowledge	To draw a map showing the journey to school. To explore the changes to their environment as the seasons change (Autumn focus)	To draw a map showing the journey to school. To explore the changes to their environment as the seasons change (Winter focus)	To explore the changes to their environment as the seasons change (Autumn focus) To compare the Autumn / Winter changes. To represent Winter observations through art work	To observe and describe the changes to plants To explore the changes to their environment as the seasons change (Spring focus) To compare the Autumn / Winter / Spring changes. To represent Spring observations through art work	To explore different types of maps (real and imaginary) To identify some key locations on a map.	To compare our local environment with biomes around the world. To describe the physical and human features of different environments.
Application	Map Work Follow directions related to movement Knows and understands positional language related to directions. (i.e. around, next to, beside, away from)  Use maps to describe landscapes using relative vocabulary Comments on simple features they can observe when looking at photos of the local environment.  Making maps - beginning to draw 2D representations of familiar objects Knows that a drawing can represent something real. Uses knowledge to draw 2D representations of familiar objects.  Draw simple maps of their immediate environment / imaginary story settings	Human and Physical Use the local area to explore the built and natural environment Explore and study the local environment and aerial views. Know the name of the road and village/town the school is located in.  Build knowledge of vocabulary to support their exploration of the built and natural environment.  Comment on what they notice, recognising buildings, open space, roads and other simple features.  Express their opinions on natural and built environments Encourage discussion on what they see.	Field Work Draw their familiar environment, accurate with colour and key features Knows that a drawing can represent the physical world.  Can use understanding to explain what they have drawn as key features.  Describe their local environment using their senses Show understanding of key vocabulary to describe the local environment. For example using concepts of position, size, quantity, comparisons.	Field Work Draw their familiar environment, accurate with colour and key features Knows that a drawing can represent the physical world.  Can use understanding to explain what they have drawn as key features.  Describe their local environment using their senses Show understanding of key vocabulary to describe the local environment. For example using concepts of position, size, quantity, comparisons.	Map Work Follow directions related to movement Knows and understands positional language related to directions. (i.e. around, next to, beside, away from)  Use maps to describe landscapes using relative vocabulary Comments on simple features they can observe when looking at photos of the local environment.  Making maps - beginning to draw 2D representations of familiar objects Knows that a drawing can represent something real. Uses knowledge to draw 2D representations of familiar objects.  Draw simple maps of their immediate environment / imaginary story settings	Human and Physical Use the local area to explore the built and natural environment Explore and study the local environment and aerial views. Know the name of the road and village/town the school is located in.  Build knowledge of vocabulary to support their exploration of the built and natural environment.  Comment on what they notice, recognising buildings, open space, roads and other simple features.  Express their opinions on natural and built environments Encourage discussion on what they see.
Focus	Module 1 Locational Knowledge	Module 2 Continents and Oceans	Module 3 Maps and Journeys	Module 4 Localities, Place Knowledge and Maps	Module 5 Land Types - Fieldwork	Module 6 Weather
Knowledge	Fieldwork I know that we can capture what we see by drawing.  Localities I can name the countries and capital cities of the UK. I can name UK cities I can recognise the UK Flags. I can locate four countries and their capital cities. I can identify the characteristics of each country and its major cities and landmarks.	Localities I can name and locate the world's seven continents. I can name and locate the five oceans.  Geographical skills and fieldwork I can use world maps to locate countries, continents, and oceans. I can locate and identify hot and cold areas of the world I can locate the Equator (North and South Poles)	Place knowledge I can understand the geographical similarities and differences of Hoo (a small area of the UK and America (a non-European country - link to NC).  Map Work I can understand what a map is and that it can tell us where to go. I can devise a simple map. I can use aerial photographs to recognise landmarks and human, physical features. I can use symbols in a key. I can know we can describe a place using key vocabulary, and this is called a location. I can use basic maps when moving around an area or place I know.  Localities I can explain the differences between London and Hoo.  Fieldwork I can identify and discuss features, such as buildings, roads, and trees.	Human and physical geography I can identify key physical (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, and weather, seasons  Localities I can identify key human features (towns, cities, village, factory, farm, house, office, port, harbour and shop)	Map Work I know and can use directional language, such as near and far, up and down, left and right, and forwards and backwards, when directing something on a map. I can use photographs and maps to identify features and also copy them to create my own map. I can draw a map of a local place or school using pictures.  Human and Physical I can express my opinion on the weather and environment.  Fieldwork I can use and add words to label drawings, sketches, maps, and photographs so they are clearer and identify features. I am able to use my understanding to draw outlines of features to help draw simple plans. I can comment on the size, shape, colour and location of something.	Map Work I can use key vocabulary to describe what I can see on a map.  Human and Physical I can name weather types in the UK I can observe and describe daily weather patterns. I can recognise the different weather symbols. I can identify seasonal changes across a year (link to science) I can use appropriate vocabulary to describe the weather I can explain some dangers of the weather.  Fieldwork I can ask geographical questions e.g. "What is it like to live in this place?" to further understanding.  Geographical Enquiry I can use geographical knowledge to answer questions, make direct comparisons between two observations, finding similarities and differences.  Place Knowledge Compare two British localities (Hoo + Inverness)
Application	Explore the UK countries and discuss the physical and human features i.e. Natural landmarks; Snowdon, the White Cliffs of Dover, Giant's Causeway, Loch Ness, Ben Nevis, Lake District, Durdle Door. Manmade landmarks: Big Ben, Angel of the North, Stonehenge, Edinburgh Castle, Millennium stadium, Belfast Castle Discuss language, culture, food, and weather	Explore continents and oceans in the world, link to how people celebrate christmas around the world (Santa Claus' journey/voyage		Preparing to survive in those environments (human, animal and prehistoric creatures) e.g. people wear flip flops on the beach		
Focus	Module 1 HoH Geography Curriculum Document	Module 2 HoH Geography Curriculum Document	Module 3 HoH Geography Curriculum Document	Module 4 HoH Geography Curriculum Document	Module 5 HoH Geography Curriculum Document	Module 6 HoH Geography Curriculum Document
Knowledge	Localities I can explain that the world is spherical. I can name the seven continents (Africa, Antarctica, Asia, Europe, North America, Oceania, South America). I can name and locate a range of countries of the world and begin to explain simple human (river, stream, lake, mountain, vegetation) and physical features (town, village, shop, house) of these countries.  Human Physical I can identify the Equator, North Pole and South Pole.	Localities I can explain that an ocean is a large body of salty water that usually surrounds continents. I can explain that a smaller body of water is called a sea, gulf, strait or bay and is a smaller body of salty water that is usually connected to a coastline/country.  Human Physical I can identify the Equator, North Pole and South Pole.	Map Work I know that a map is a 2D representation of the 3D world. I know that a picture on a map represents a place or feature in the real world. I can use simple compass directions (cardinal points - N, S, E & W) I know that a compass can describe the location of something relative to the central point. I can use a key to help me find my way around a real or modelled environment using simple keys. I know that a key provides a key to the meaning of a symbol on a map. I know that a symbol is a pictorial representation of a real-world object. I can name key physical and human features on maps, aerial photos and plans.  Fieldwork I can comment on the size, shape, colour, and location of something. I can use words to label drawings, maps and photographs so they are clearer and describe the features. I can add labels onto a sketch map, map or photograph of features. I know that we can capture what we see by drawing and the more detail we add, the more accurate they will be	Fieldwork I can locate hot and cold areas of the world  Localities I can locate hot and cold areas of the world I can explain the reason for being cold is that it is far from the equator. I can explain the reasons for them being hot are that they are close to the equator.I can explain what the equator is. I can describe and explain a journey line incorporating a range of countries, continents and oceans.  Place knowledge Comparisons of countries (UK and Hot (Malawi) or Cold country - Greenland)	Localities I can locate hot and cold areas of the world  Fieldwork I can ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. I can ask and answer questions about totaling and comparing categorical data. I can ask and answer questions that make observations on multiple criteria and then compare and spot patterns. I know that a picture in a pictogram can represent one or more of an object. Know that the key in a pictogram tells you how much each picture is worth. I know that the scale on the x-axis of a block diagram tells you how much of something you have. I know that a row in a table displays data horizontally/across. I know that the column in a table displays data vertically/up/down. I know that data tells us about people/places being studied. Know that data can be something that people used in the past to answer questions. I can consider how the data was collected, asking 'Who collected the data? When was it collected? How was it collected?'	Fieldwork - Data Collection and Presentation
Application	Module 1 HoH Geography Curriculum Document	Module 2 HoH Geography Curriculum Document	Module 3 HoH Geography Curriculum Document	Module 4 HoH Geography Curriculum Document	Module 5 HoH Geography Curriculum Document	Module 6 HoH Geography Curriculum Document
Focus	Module 1 Coordinates and Locations	Module 2 Weather	Module 3 Rainforests and Climate Change	Module 4 The Tropics	Module 5 Animals Around the World	Module 6 Fieldwork - Data Collection and Presentation
Knowledge	Map work I know that a symbol on a map, just like a picture, represents a place or feature in the real world. I know that symbols are used across lots of maps to make it easier to read I can follow a map with symbols. I know that when reading coordinates, you read across the x-axis and up/down the y-axis. I can follow and describe a journey using compass directions and coordinates. I know that when reading coordinates the point at which the lines or rows/columns intersect is the location of the place/feature.  Fieldwork I can use the four cardinal points (North, South, East & West)	Map work I know that a map can show an area of land (large or small).  Geograph Enquiry I can read information from scaled bar chart questions and know that a marked scale is where numbers are marked on the x/y axis at each interval. I know that a row in a table displays data horizontally/across and that the column in a table displays data vertically/up. I know that the scale on the x/y axis of a bar chart tells you how much of something you have. I know that the scale on a bar chart goes up in equal increments and that a marked scale is where numbers are marked on the x/y axis at each interval. I can draw simple conclusions from data collected or presented to me. I can use data to identify similarities, differences and spot patterns  Human & Physical - Weather I can name and explain the different types of weather. I can explain how weather affects us. I can describe what extreme weather is.  Localities I know the United Kingdom consists of four countries: England, Scotland, Wales and Northern Ireland. I know the capital cities of England, Wales, Scotland and Northern Ireland are London, Cardiff, Edinburgh and Belfast. I can locate the United Kingdom on a world map. I know that Great Britain consists of England, Scotland, Wales and includes their offshore islands. I know that the British Isles consists of the islands of Great Britain, Ireland, the Isle of Man, the Inner Hebrides, the Northern Isles, and over six thousand smaller islands. I can identify some major rivers in the UK (River Medway, River Thames, River Trent, River Severn & River Wye) I can identify the major seas and straits around the UK. I can name and identify 5 major mountain ranges in the UK (Pennines, Snowdonia, Grampians, Mourne Mountains, Yorkshire Dales).  Place knowledge Compare the major UK settlement of Edinburgh with Gillingham	Geograph Enquiry I know that a picture in a pictogram can represent one or more of an object and that the key in a pictogram tells you how much each picture is worth. I know geographers use data to help understand the past. I know that evidence based on more than one source makes it more reliable. I can evaluate data provided and choose data that will best answer their questions.  Human & Physical - Rainforests I know what a rainforest is. I can explain where the rainforests are. I can explain the climate of the rainforests. I can explain the different layers of the rainforest. I can name 5 plants that live in the rainforest.  Human & Physical - Climate I can name how climate change has occurred naturally over millions of years. I can explain what the greenhouse effect is and which gases are involved. I can explain the impact of climate change on the different climate zones worldwide. I can explain that a biome is a large-scale ecosystem defined by its climate, temperature, soil type and water. I know the main biomes from around the world and their features: desert, tundra, tropical, taiga/deciduous forest, grasslands, coral reefs and mountainous.	Human & Physical - Climate I can explain that climates become more varied in locations further from the equator and can be affected by different factors, such as elevation.  Localities I can identify the Equator and the lines of tropics. I can identify the northern and southern hemispheres. I can locate the rainforests of the world.  Place knowledge Compare the UK with Australia (link to climate and biomes).	Fieldwork I can ask geographical questions e.g. "Where is this location? What is it like to live in this location? What natural and manmade features are in this location?" to further understanding. I can record my findings from fieldwork and know that some things are there naturally whereas some things have been put there by humans. I know that one line on a tally is one and a diagonal line is the fifth line. I can use tallies to collect data.	Local Study

Application	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	
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	Year 4 - Geography	Year 4 - Geography	Year 4 - Geography	Year 4 - Geography	Year 4 - Geography	Year 4 - Geography	
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	
Focus	Land Use and Settlements	The Water Cycle	Volcanoes and Earthquake	Volcanoes and Earthquakes	Land Use and Settlements	Fieldwork	
Knowledge	<p>Fieldwork I know the four Cardinal points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, and opposite. I can explain that environments change over time due to natural and human processes.</p> <p>Land use /settlements I can explain what a settlement is, identify the important features and list what settlers need at a site. I can locate different types of settlements from within different countries, including countries across Europe.</p> <p>Localities I can locate the different countries of Europe. Compare the UK to an Eastern European country (Greece)</p>	<p>I can List the main events in the water cycle and explain why it is a continuous cycle I can explain the impact the water cycle has on the area. I can explain that changes in temperature cause evaporation and condensation. I can locate different types of flooding and describe how flooding affects communities</p>	<p>Volcanoes and Earthquakes I know the Earth has different layers (Inner Core, Outer Core, Mantle and Crust) and that volcanoes are a vent in the earth's surface from which lava and gases pour during an eruption. I can explain the different parts of a volcano and explain what happens when a volcano erupts. I can explain the impact a volcano has on its surrounding area and the wider world and describe some pros and cons to living near a volcano.</p> <p>Localities I can identify where the majority of volcanoes occur and can categorise volcanoes as active, dormant or extinct.</p>	<p>Volcanoes and Earthquakes I can name the world's tectonic plates, explain what they are and how they move. I can explain how an earthquake occurs. I can explain how earthquakes are measured. I can explain the impact an earthquake has on its surrounding area and the wider world.</p> <p>Localities I can identify where the earthquakes occur.</p>	<p>Map work I know that four-figure grid references take you to a box within the grid, not just a specific point like a coordinate. I know what and when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis and use this knowledge to describe a location on a map.</p> <p>I know that a large-scale map is one that shows lots of detail, normally over a smaller area and that a small scale map is one that shows less detail, normally over a larger area. I know that an aerial photograph is a photograph taken from above and can identify features on an aerial photograph, digital or computer map.</p> <p>I understand that a map is an aerial perspective of an area with 2D symbols representing the world and know that positioning of the symbols is important and must be accurate (in relation to one another as maps are used for navigating.)</p> <p>Land use /settlements I can explain that environments change over time due to natural and human processes.</p>	<p>Fieldwork I can explain that land use can be classified, such as city, residential, suburban, farmland. I can ask geographical questions e.g. 'What is this landscape like? What natural and man-made features are in this location? What will it be like in the future?' to further understanding.</p> <p>Place Knowledge Compare the major UK settlement Colchester with Canterbury (linking to previous modules)</p> <p>I know that as you move from left to right on a time graph, this shows the passing of time.</p>	
Application	<a href="#">HoH Geography Curriculum Document</a>	<a href="#">HoH Geography Curriculum Document</a>	<a href="#">HoH Geography Curriculum Document</a>	<a href="#">HoH Geography Curriculum Document</a>	<a href="#">HoH Geography Curriculum Document</a>	<a href="#">HoH Geography Curriculum Document</a>	
	Year 5 - Geography	Year 5 - Geography	Year 5 - Geography	Year 5 - Geography	Year 5 - Geography	Year 5 - Geography	
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	
Focus	Maps and Grid References	Mountains	Rivers	Sheffield and Maidstone Locality Study	Time zones	Locality Study - UK and North America	
Knowledge	<p>Mapwork I know that the last digit of each group of three represents going across/up the box as if it were split equally into two columns and rows. I know that six-figure grid references are split into two groups of three digits. I know that the first two digits of the first group represent the numbers on the x-axis and that the first two digits of the second group represent the numbers on the y-axis. I know 8-figure grid references are split into 2 groups of three digits, which represent the x- and y-axes. I know that 8 figure compass directions use N or S first, then E or W. I can locate and name the countries of North America</p>	<p>Fieldwork I know that a geographical investigation is where you use inquiry skills such as sketching to generate and answer questions about an area. I know that geographical patterns are similarities in observations that can be used to describe an environment or where characteristics are similar and repeat themselves in a natural or human environment. I know that a geographical process is a sequence of actions that shape or change our environment.</p> <p>Geograph Enquiry I know how to interpret the information presented to solve the problems. (e.g. make comparisons, comment on increases and decreases.) I know the difference between discrete and continuous data and how we would present each type of data differently. I know that evidence based on more than one source makes it more reliable.</p>	<p>Rivers I can explain the different stages of a River and compare the different stages. Identify the place in which the source of a river is found I can explain how meanders form I can explain how water erodes a riverbank. I can explain that deposition changes the shape of a river. I can explain what a waterfall is I can describe how waterfalls are formed I can list some ways that rivers are used I can describe what a dam is and explain why they are built.</p>	<p>I know that an aerial photograph is a photograph taken from above. I know that an Ordnance Survey map is a detailed map produced by the British government map-making Organisation. I know how to read the OS key to identify OS symbols. I know that a symbol represents a real life human or physical feature.</p>			<p>Place Knowledge Compare the UK with a North American Country.</p> <p>I know how to interpret the information presented to solve the problems. (e.g. make comparisons, comment on increases and decreases.) I know the difference between discrete and continuous data and how we would present each type of data differently. I know that conclusions made from data from different sources or investigations can help geographers when making interpretations for their own geographical enquiry.</p>
Application	I can begin to use 6 figure grid references to find the location of a place or feature. I can use 8 figure compass directions to describe/compare places and landscapes.	<p>Fieldwork I can compare two landscapes using maps and aerial photographs. I can ask geographical questions e.g. 'What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?'.  Enquiry I can use my prior knowledge of tables to read graphical presentations of data to be able to complete, read and interpret information. I can consider if there is more than one data set that leads to the same conclusion.</p> <p>Mountains I can identify a valley and the summit, foot and slope of a mountain I can draw a mountain rangeland and describe its features. I can explain what the difference is between a mountain range and a mountain chain. I can tell you that mountains formed a very long time ago. I can describe how tectonic plates move together to create fold mountains. I can describe how lava flow creates volcanic mountains. I can describe what the weather is usually like on a mountain</p>	<p>Localities I can locate some major dams in the world. I can locate major rivers across the world. I can compare rivers from around the world. I can locate the seas major rivers flow into. I can locate and name the countries of North America I can use knowledge to recognise issues and consider why things happened.</p>	<p>I can compare two landscapes using maps and aerial photographs. I can use knowledge to recognise issues and consider why things happened.</p>	<p>I can explain what the Greenwich/prime meridian time zones are (day and night)</p>		<p>I can use my prior knowledge of tables to read graphical presentations of data to be able to complete, read and interpret information. I can use my knowledge to use appropriate graphical methods, including bar charts and time graphs and then be able to evaluate their chosen representations; was it clear and most appropriate? I can locate and name the countries of North America</p>
	<a href="#">HoH Geography Curriculum Document</a>	<a href="#">HoH Geography Curriculum Document</a>	<a href="#">HoH Geography Curriculum Document</a>	<a href="#">HoH Geography Curriculum Document</a>	<a href="#">HoH Geography Curriculum Document</a>	<a href="#">HoH Geography Curriculum Document</a>	
	Year 6 - Geography	Year 6 - Geography	Year 6 - Geography	Year 6 - Geography	Year 6 - Geography	Year 6 - Geography	
	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	
Focus	International Trade	Natural Resources	International Trade	Maps and Contour Lines	Exploration - Darwin		
Knowledge	<p>Geographical Enquiry I can read and draw graphs relating two variables, arising from their own inquiry.</p> <p>Trade I can explain what trading is and why countries need to trade. I can explain the difference between imports and exports I can identify the pros and cons of trading in countries. I can list some goods exported from the UK I can list some goods imported to the UK I can describe the trade taken to today and in the past I can explain the process of a supply chain. I can explain what fair trade is and why it's important. I can list some products that are fairly traded I can describe how goods can be the product of more than one country</p> <p>Localities I can identify different trade routes around the world. I can identify some countries the UK exports goods to I can identify some countries the UK imports goods from</p> <p>Place Knowledge Compare the UK with a South American Country</p>	<p>Fieldwork I know the limitations of fieldwork sketches, e.g. accuracy, because they are drawn by humans. I know that photos are accurate but go out of date. I can select field sketching from a variety of techniques. I can use sketches to generate and answer questions about an area. I can use sketches as evidence in an investigation.</p> <p>Natural resources I can annotate sketches to describe and explain the processes and patterns. I can use a range of digital tools that can be used to measure accurately I can ask geographical questions e.g. 'What is this landscape like? How is it changing? What patterns can be seen/have the pattern changed?' to support data gathering.</p> <p>Locality I can identify different trade routes around the world.</p>		<p>Mapwork I can use my prior knowledge (from previous years) on compass directions and grid references to support navigation. I can follow a short route on an OS map, using symbols and a key. I know that a large scale map is one that shows lots of detail, normally over a smaller area whereas a small scale map is one that shows less detail, normally over a larger area. I know 6 figure compass directions use N or S first, then E or W. I can use 6 figure grid references accurately by giving and finding the location of a place or feature. I know that map scale is the relationship between distance on the map and distance in real life. I can use contour lines on OS maps to identify the shape of the land</p>			
Application							