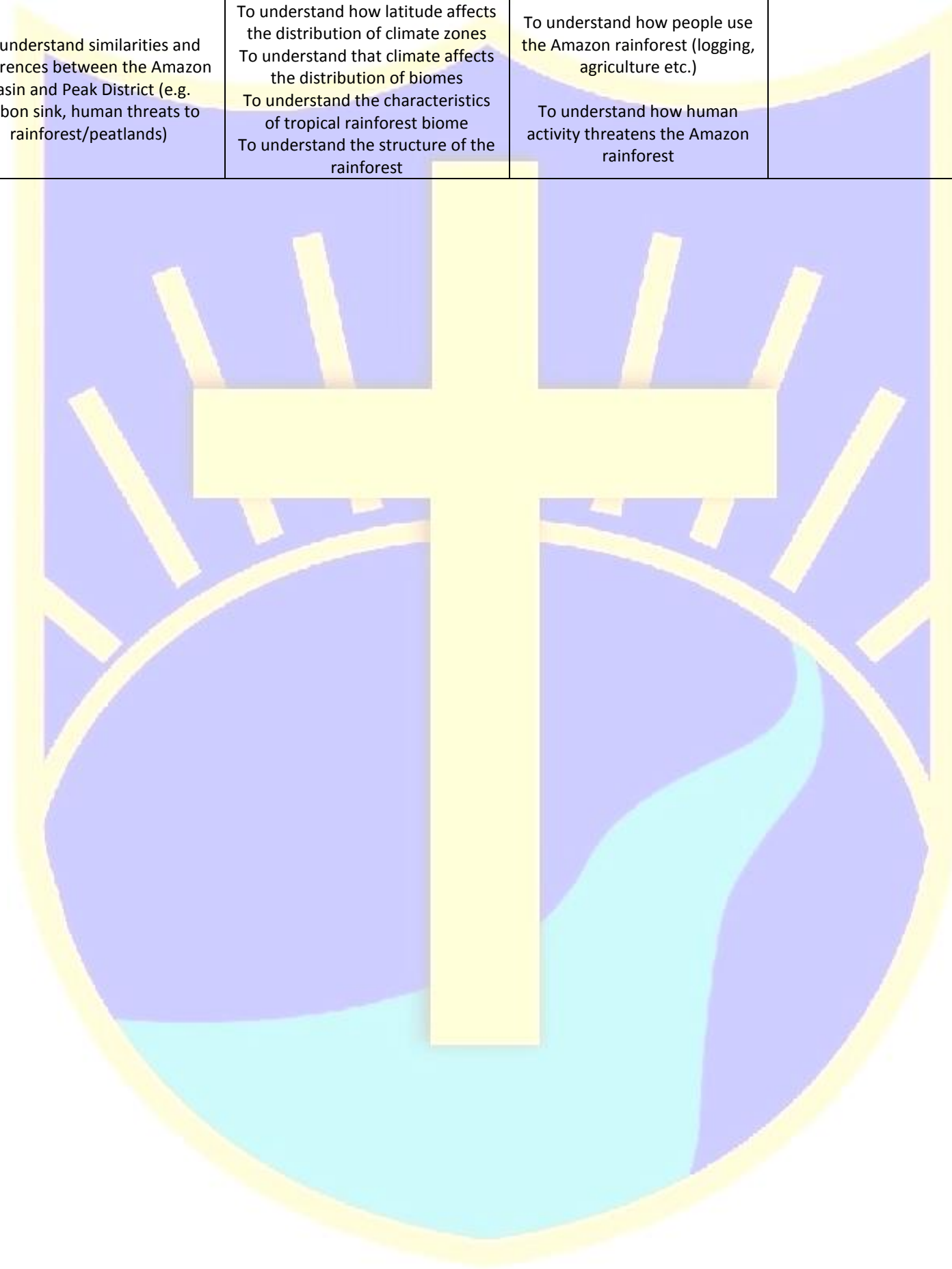


Concepts and Content Organiser- Geography

KS1	Locations	Sense of Place	Physical Geography	Human Geography	I am geographer		Stewardship of the Planet	
					Fieldwork Skills	Mapping skills		
Y1/2	Haiti	To identify Haiti on a map To identify different continents and oceans on a map	To find similarities and differences between Haiti and the UK (e.g. island life, climate)	To identify key geographical features of Haiti (e.g. beach, coast, weather, vegetation) To compare weather in Haiti and the UK To link differences in climate with distance from the Equator To understand how hurricanes form	To identify key human features in Haiti (e.g. city, port, harbour) To understand how Hurricane Matthew (2016) affected people's lives in Haiti		To use a range of different maps, atlases and globes To use aerial photos and plans to devise a simple map To use basic symbols in a key	To understand that the natural and human worlds affect one another.
	Home, Sweet Home	Name and locate four countries and capital cities of the UK. Locate Sheffield and key locations within Yorkshire on a map of the UK.	Understand key human and physical geographical features of our local area (e.g. hills, rivers, key places in Sheffield)	Identify key physical features (e.g. river, hill, valley) of our local area	Identify key human features of our local area (city, housing, shop, post office)	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.	Use simple compass directions, locational and directional language to describe the location of features and routes on a map Use aerial and photos to recognise landmarks	
	Creatures Great and Small	Name and locate the world's seven continents and five oceans		To link differences in climate with distance from the Equator and the Poles To use geographical vocabulary to describe different animal habitats			To use world maps, atlases and globes to show the distribution of certain species of animal	
	My Island (Isle of Coll (link to Katie Morag's fictional Isle of Struay))	Identify the Island of Coll on a map of the UK	To compare the key features of the Island of Coll and Sheffield	To compare weather patterns in Sheffield and the Island of Coll To identify key physical features (e.g. beach, cliff, sea) of the Island of Coll	To identify key human features of the Island of Coll (e.g. port, harbour, post office, airport, shop) To compare life on the Island of Coll and Wybourn (e.g. going to school, travel to the mainland)		To use a range of different maps, atlases and globes To use aerial photos and plans to devise a simple map To use basic symbols in a key	

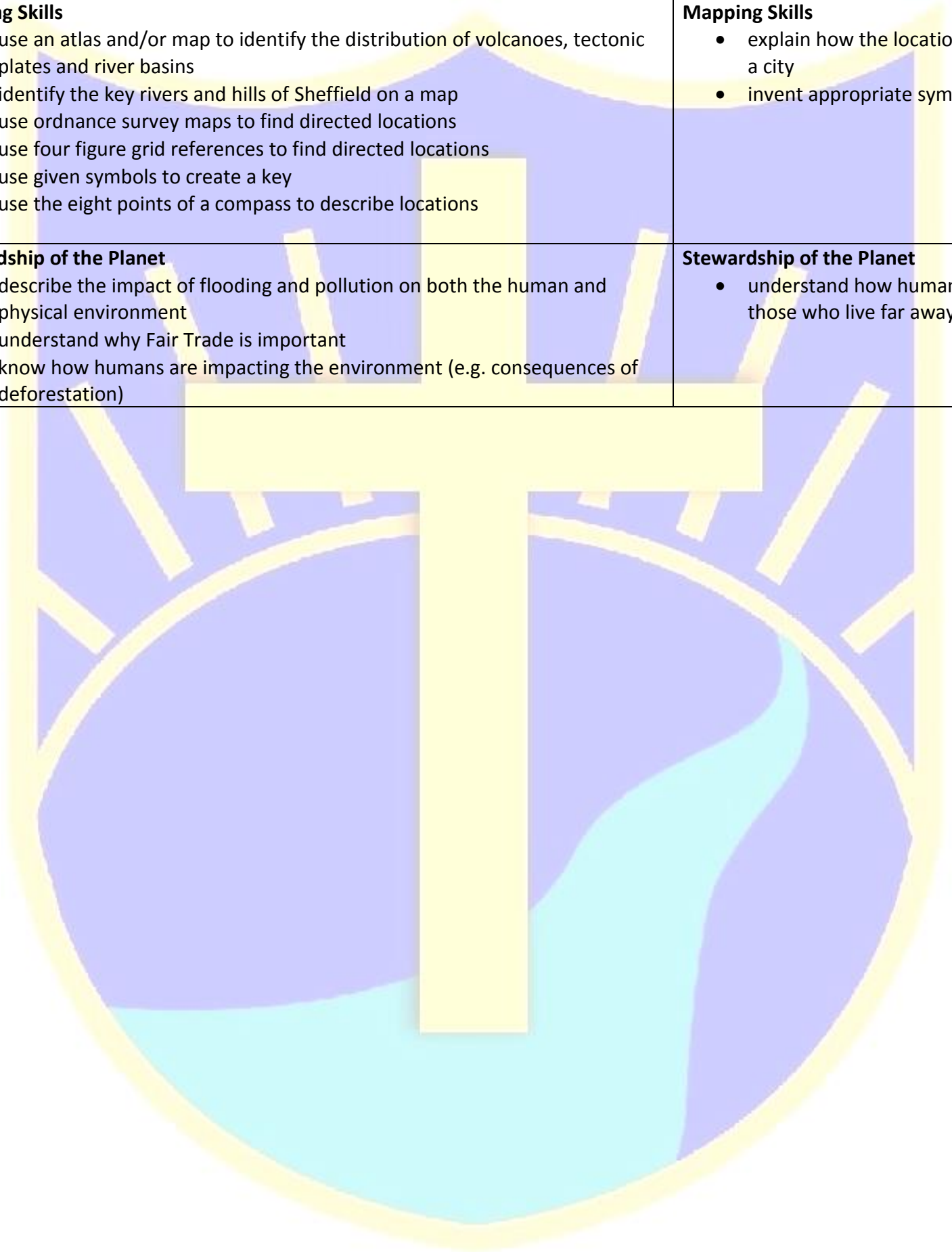
KS2	Locations	Sense of Place	Physical Geography	Human Geography	I am a geographer		Stewardship of the Planet	
					Fieldwork Skills	Mapping skills		
Y3/4	Eruption!	Identify the Equator and Hemispheres on a world map Identify the distribution of volcanoes on a world map	Identify key human and physical characteristics of a region of Europe (Iceland)	Understand the key features of volcanoes and earthquakes Understand different types of volcanoes Understand the impact of volcanoes on the natural environment	Identify the impact of volcanoes on the human environment Explain how people try to lessen the impact of earthquakes (e.g. building adaptations, predictions)		Using atlases and maps to identify the distribution of volcanoes and tectonic plates.	
	Go with the flow	Identify key topographical features of the UK (hills and rivers)		Understand the water cycle Understand river processes (erosion, deposition, meanders) Describe the different stages of a river course	Identify how people affect the river environment (e.g. pollution, land use) Explain the impact of flooding on humans Explain how people manage the impact of flooding (flood defences, managing the river)	Use fieldwork skills to measure and record the depth and speed of a river. Make observations, including sketches, about the river profile	Use atlases and maps to map the course of a river	The impact of pollution and flooding
	We built this city on...	Name and locate countries and cities of the UK	Identify key human and physical characteristics of a region of the UK (Sheffield in Yorkshire)		Describe different types of settlement (village, town, city etc) Describe the distribution of natural resources (iron, coal, water). Explain why these natural resources are important in starting new settlements.	Observe changes in land use in Sheffield (e.g. repurposing of industrial buildings, Heart of the City II)	Identify the major rivers and hills of Sheffield. Use symbols and keys to create a map. Use OS maps of Sheffield Use four figure grid references to identify key locations	Sheffield tree planting or air pollution
	Where does my food come from?	Locate countries on a map, including major trading cities; producers, traders and consumers of food types		Understand the distribution of climate zones across the world.	Describe the distribution of natural resources (food) Identify the different stages of food supply chain Identify different types of land use, including farming, processing and distribution		Use eight points of a compass. Identify key locations in a supply chain.	Fair Trade Food miles Deforestation for farming
Y5/6	New Orleans	Locate N America, N American countries on a map Locate New Orleans and key physical and human features on a map (e.g. port, Mississippi river and delta, Gulf of Mexico) Identify longitude and Prime Meridian and how that affects time zones	Compare Sheffield and New Orleans (e.g. River Don/Mississippi Delta, location for food and shopping, flooding, differing wildlife)	Understand river processes (e.g. erosion, deposition) Describe the features of a river delta To understand how hurricanes form	Describe and understand key aspects of economic activity including trade links (Mississippi River, Port, seafood, tourism and culture) To understand the impact of Hurricane Katrina		Use maps, atlases, globes to locate N. Orleans and describe the features To use six-figure grid references, symbols and keys	
	Plastic Planet	To locate world's oceans To locate the Great Pacific Garbage patch and North Atlantic garbage patch		To understand how plastic accumulates through oceanic currents	To understand the effect of human actions on the physical environment (e.g. how plastic ends up in the water course)	Fieldwork: observe and measure plastic pollution in the local area (e.g. river or water course) and propose solutions	-Use maps, atlases, globes to locate oceans and continents and describe the features -six-figure grid references, symbols and keys	Pollution and sustainability
	Frozen Kingdom	To Identify the N and S hemispheres, latitude, equator, Arctic and Antarctic Circles and how that affects climate zones and biomes.		To understand climate zones inc. temperature and rainfall. To understand the characteristics of arctic/boreal biomes and vegetation belts.	To understand how human actions are changing the Arctic and Antarctic (inc. animal habitats, global heating on trade routes)		Use maps, atlases, globes to locate the Poles and describe the features -six-figure grid references, symbols and keys	Climate change and Global warming

	<p>Amazon Adventures</p>	<p>To locate the Amazon Basin on a map To identify the N and S hemispheres, latitude, equator, Tropics of Capricorn and Cancer and understand how this affects climate zones and biomes</p>	<p>To understand similarities and differences between the Amazon Basin and Peak District (e.g. carbon sink, human threats to rainforest/peatlands)</p>	<p>To understand how latitude affects the distribution of climate zones To understand that climate affects the distribution of biomes To understand the characteristics of tropical rainforest biome To understand the structure of the rainforest</p>	<p>To understand how people use the Amazon rainforest (logging, agriculture etc.) To understand how human activity threatens the Amazon rainforest</p>		<p>-Use maps, atlases, globes to locate the Amazon and describe the features -six-figure grid references, symbols and keys</p>	<p>Deforestation- cause and effect Climate change- forest fires</p>
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	Acquire	Apply (challenge)
By the end of Y2, children can:	Locations <ul style="list-style-type: none"> Identify Haiti on a world map Name and locate four countries of the UK and their capital cities Locate Sheffield and key locations within Yorkshire on a map of the UK Name and locate the world's continents and oceans Identify the Island of Coll on a map of the UK 	Locations
	Sense of Place <ul style="list-style-type: none"> Identify similarities and differences between Haiti and the UK Understand key human and physical features in our local area Compare similarities and differences between the Island of Coll and Sheffield 	Sense of Place <ul style="list-style-type: none"> Compare similarities and differences in island life between Haiti, the Island of Coll and the UK Identify factors, such as weather, resources or distance from the mainland, that makes life on Haiti, Coll or the UK different or similar
	Physical Geography <ul style="list-style-type: none"> Identify key geographical features of Haiti Compare weather in Haiti and the UK Link differences in climate with distance from the Equator Understand how hurricanes form Identify key physical features of our local area Link differences in climate with distance from the Equator and the Poles Use geographical vocabulary to describe different animal habitats Compare weather patterns in Sheffield and Coll Identify key physical features of the Island of Coll 	Physical Geography <ul style="list-style-type: none"> Understand what conditions hurricanes need to form Understand the difference between weather and climate
	Human Geography <ul style="list-style-type: none"> Identify key human features in Haiti Understand how Hurricane Matthew (2016) affected people's lives in Haiti Identify key human features of our local area Identify key human features of the Island of Coll Compare life on the Island of Coll and Wybourn 	Human Geography <ul style="list-style-type: none"> Identify how human actions could increase or lessen the impact of hurricanes Identify similarities and differences between human features of Wybourn, Coll and Haiti
	Fieldwork Skills <ul style="list-style-type: none"> 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. 	Fieldwork Skills
	Mapping Skills <ul style="list-style-type: none"> Use a range of different maps, atlases and globes for a variety of different purposes (e.g. continents, distribution of animal species, location of countries) Use aerial photos and plans to devise a simple map Use basic symbols in a key Use simple compass directions, locational and directional language accurately 	Mapping Skills
	Stewardship of the Planet <ul style="list-style-type: none"> Understand that the natural and human worlds affect one another 	Stewardship of the Planet

By the end of Y4, children can:	Locations <ul style="list-style-type: none"> • Identify the equator and both hemispheres on a world map • Name the four countries of the U.K. and their capital cities • Use the correct terminology for geographical formations in the UK e.g. rivers, hills, valleys, etc. • Describe the difference between a country, city and area • Locate countries and cities on a world map • Locate different stages of a supply chain on a map 	Locations <ul style="list-style-type: none"> • Identify patterns in the location of key geographical features (e.g. volcanoes, cities on rivers or on the coast, in the production of food)
	Sense of Place <ul style="list-style-type: none"> • Describe the key human (towns and cities) and physical (e.g. location of volcanoes, glaciers, geysers) characteristics of Iceland • Describe the key human and physical characteristics of Sheffield 	Sense of Place <ul style="list-style-type: none"> • Compare the key human and physical characteristics of Iceland and the U.K. (specifically Sheffield and surrounding landscape) • Explain why Iceland and the U.K. are different
	Physical Geography <ul style="list-style-type: none"> • Describe the key features of a volcano • Describe the different types of volcano • Understand the impact of volcanoes on the natural environment • Understand the key features of an earthquake • Describe the water cycle using the correct terminology • Explain key river processes, including erosion and deposition, using the correct terminology • Describe the different stages of a river course • Identify and describe the distribution of climate zones 	Physical Geography <ul style="list-style-type: none"> • Explain how certain geographical features are formed e.g. hills and valleys • Explain how seismic events might impact upon the physical environment and human settlements • Make links between the type of volcano and the type of eruption • Explain the impact of the water cycle on climate and settlements
	Human Geography <ul style="list-style-type: none"> • Explain how volcanic eruptions can impact human lives • Describe how people try to lessen the impact of earthquakes • Understand how people affect the river environment • Describe how flooding can impact human lives • Describe techniques to lessen the impact of flooding • Describe different types of settlements e.g. villages, towns, cities, districts • Describe the distribution of natural resources, such as coal, oil and natural gas • Understand and describe where a certain food comes from e.g. chocolate and its manufacturing process (supply chain) • Identify different stages of the food supply chain • Identify different types of land use, including farming, processing and distribution 	Human Geography <ul style="list-style-type: none"> • Identify positive and negative consequences of settling near a volcano • Compare different techniques to lessen the impact of natural disasters • Identify positive and negative consequences of settling in the river basin • Explain how the effects of flooding can be alleviated or exacerbated by human activity • Explain how the distribution of natural resources influence the location of human settlements
	Fieldwork Skills <ul style="list-style-type: none"> • Measure and record the depth and speed of a river • Make observations, including sketches, about the river profile • Use equipment accurately (e.g. measuring tape, metre stick) • Describe how land use in Sheffield has changed over time 	Fieldwork Skills <ul style="list-style-type: none"> • Independently select the appropriate equipment needed to carry out fieldwork tasks • Make links between observations and river processes (e.g. naming a meander and describing how it was formed) • Explain possible reasons for changes in land use in Sheffield (e.g. repurposing of industrial premises)



By the end of Y4, children can:	Mapping Skills <ul style="list-style-type: none">• use an atlas and/or map to identify the distribution of volcanoes, tectonic plates and river basins• identify the key rivers and hills of Sheffield on a map• use ordnance survey maps to find directed locations• use four figure grid references to find directed locations• use given symbols to create a key• use the eight points of a compass to describe locations	Mapping Skills <ul style="list-style-type: none">• explain how the location of hills and rivers have shaped Sheffield as a city• invent appropriate symbols to create a key
	Stewardship of the Planet <ul style="list-style-type: none">• describe the impact of flooding and pollution on both the human and physical environment• understand why Fair Trade is important• know how humans are impacting the environment (e.g. consequences of deforestation)	Stewardship of the Planet <ul style="list-style-type: none">• understand how human actions can impact other people, including those who live far away

By the end of Y6, children can:	Locations <ul style="list-style-type: none"> • Locate N American countries on a map • Locate the world's oceans • Identify longitude and the effect this has on time zones • Identify the N and S hemispheres, latitude, equator, Arctic and Antarctic circles, Tropics of Capricorn and Cancer • Identify different climate zones and different biomes 	Locations
	Sense of Place <ul style="list-style-type: none"> • Considering both human and physical features, compare similarities and differences between Sheffield and New Orleans • Explain similarities and differences between the Amazon Basin and Peak District 	Sense of Place <ul style="list-style-type: none"> • Explain how physical features influence the siting of human settlement.
	Physical Geography <ul style="list-style-type: none"> • Describe the features of a river delta • Explain key river processes, including erosion and deposition, using the correct terminology • Explain how hurricanes form • Discuss how plastic accumulates through oceanic currents • Describe the characteristics of arctic and boreal biomes and vegetation belts • Understand that latitude affects the distribution of climate zones • Understand that climate affects the distribution of biomes • Describe the characteristics of the tropical rainforest biome • Describe the structure of the rainforest 	Physical Geography <ul style="list-style-type: none"> • Explain the distribution of climate zones and how they are affected by latitude. • Explain how plants and animals have made adaptations to living in a polar climate zone • Describe the characteristics of climate zones, including temperature and rainfall • Explain how living things are affected by their climate and environment. • Explain how climate dictates the evolution and adaptation of lifeforms in different areas of the world.
	Human Geography <ul style="list-style-type: none"> • Describe key aspects of economic activity, including trade links in the Mississippi Basin • Explain a variety of human and physical impacts of Hurricane Katrina • Identify how people manage the impact of hurricanes (e.g. weather prediction, warning systems) • Describe how plastic gets into the watercourse. • Explain how human actions are changing the Arctic and Antarctic. • Identify the uses of the Amazon rainforest • Explain how human activity threatens the Amazon rainforest 	Human Geography <ul style="list-style-type: none"> • Explain the impact of plastic entering the watercourse. • Given examples of positive and negative impacts of human activity on the natural environment.
	Fieldwork Skills <ul style="list-style-type: none"> • Observe and measure plastic pollution in their local area (e.g. river or water course) and propose solutions 	Fieldwork Skills <ul style="list-style-type: none"> • Use geographical data to explain trends and patterns.
	Mapping Skills <ul style="list-style-type: none"> • Use maps, atlases and globes to locate relevant continents, countries and places • Use ordnance survey maps to find directed locations • Use six figure grid references to find directed locations • Use given symbols to create a key • Use the eight points of a compass to describe locations 	Mapping Skills
	Stewardship of the Planet <ul style="list-style-type: none"> • Describe the impact of plastic pollution on both the human and physical 	Stewardship of the Planet <ul style="list-style-type: none"> • Explain how our climate is changing and to describe how this is

environment

- Know how humans are impacting the environment (e.g. consequences of deforestation)

impacting both the human and physical environment

- Identify actions that they could take that would have a positive impact on the planet.

