



Sutton Bonington  
Primary School

## Sutton Bonington Primary School

### Geography Coverage



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#### Key Ideas taught through Geography

Disciplinary Knowledge (see progression map)

- Space, scale and location – asking questions about where a place is in the world and its position compared to other locations, viewing this at different scales
- Physical geography – asking questions about the physical features of locations, including climate and other processes, and comparing these to physical features of other locations
- Human geography – asking questions about the human features of locations, the impact of humans on a location and environment and vice versa as well as making comparisons
- Change and sustainability – asking questions about how and why changes have occurred, are occurring now and will occur in the future
- Map skills – using a range of maps to investigate and engage with the location, physical environment and human elements of a place. Also using maps to identify change.
- Fieldwork – undertaking fieldwork to investigate and engage with the location, physical environment and human elements of a place. Also using fieldwork to identify change.

Substantive Knowledge (see knowledge documents)

- Substantive geographical knowledge - the who, what, when, where and how much of geography
- Topic specific vocabulary – the language and terminology of geography
- Substantive geographical knowledge and understanding of key locations, physical and human elements and processes of different environments and how these have and will change.

#### Early Years Foundation Stage – Understanding The World: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

The skills and knowledge that allow children to achieve the Early Learning Goal are taught within focused tasks and the continuous provision throughout the Reception year.

#### Key Stage 1 – National Curriculum Geography

Pupils should be taught to:

- Locational knowledge: name and locate the world's seven continents and five oceans: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Place knowledge: 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
- Human and physical geography: 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; 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; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
- Geographical skills and fieldwork: 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; 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; 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; 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>Year 1 Autumn</p> <p>What is it like in our local area?</p> <ul style="list-style-type: none"> <li>- Where is Sutton Bonington?</li> <li>- What do we like about living in Sutton Bonington?</li> <li>- How do you make an aerial map?</li> <li>- How do we plan a journey around Sutton Bonington?</li> <li>- What are the geographical features of Sutton Bonington?</li> <li>- How can we make Sutton Bonington a better place to come to school?</li> </ul>	<p>Year 1 Spring</p> <p>What is it like to live in London?</p> <ul style="list-style-type: none"> <li>- What is a city?</li> <li>- Which cities can be found in the United Kingdom?</li> <li>- What is it like in London?</li> <li>- How is London different to Nottingham and Sutton Bonington?</li> <li>- What are the problems of living in a city?</li> </ul>	<p>Year 1 Summer</p> <p>Would you prefer to live somewhere hot or cold?</p> <ul style="list-style-type: none"> <li>- Where are the hotter and colder places on Earth?</li> <li>- What would you find at the Equator and the North and South Pole?</li> <li>- What is the weather like in the United Kingdom?</li> <li>- How is the weather different in the UK to other parts of the world?</li> <li>- How does the weather change across the seasons?</li> <li>- What happens when the weather is bad?</li> </ul>
<p>Year 2 Autumn</p> <p>What is special about the United Kingdom?</p> <ul style="list-style-type: none"> <li>- Where in the world is the UK?</li> <li>- Which countries and capital cities make up the UK?</li> <li>- How are the countries of the UK different?</li> <li>- Which continent are we a part of?</li> <li>- How are parts of Europe different to the UK?</li> <li>- How easy is it for us to travel around the UK and Europe from Sutton Bonington?</li> </ul>	<p>Year 2 Spring</p> <p>What is it like at the coast?</p> <ul style="list-style-type: none"> <li>- Which seas surround the UK?</li> <li>- Where in the UK do people visit the coast?</li> <li>- What is it like at the coast?</li> <li>- Why do people visit the coast?</li> <li>- How are British beaches different to beaches in other countries?</li> <li>- How can we look after our coasts and beaches?</li> </ul>	<p>Year 2 Summer</p> <p>What is it like Down Under?</p> <ul style="list-style-type: none"> <li>- Where is Australia?</li> <li>- What is the climate like in Australia?</li> <li>- What are the physical and human features of Australia?</li> <li>- What is it like to live in Sydney?</li> <li>- How is life in Australia different to the UK?</li> <li>- What is a forest fire and how does it affect life in Australia?</li> </ul>
<p><b>Key Stage 2 – National Curriculum Geography</b></p>		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Locational knowledge: 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; 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; 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)</li> <li>• Place knowledge: 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</li> <li>• Human and physical geography: describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; 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</li> <li>• Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; 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; 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.</li> </ul>		
<p>Year 3 Autumn</p> <p>What are the geographical features of the UK?</p> <ul style="list-style-type: none"> <li>- How do we use lines of longitude and latitude to locate the UK?</li> <li>- Which climate zone is the UK found in?</li> <li>- What are the counties and major cities of the UK?</li> <li>- How do you use 4 figure grid references to locate places in the UK?</li> <li>- How is the land in the UK used by people?</li> <li>- How can we protect the future of the UK and the wider world?</li> </ul>	<p>Year 3 Summer</p> <p>What is it like in Italy?</p> <ul style="list-style-type: none"> <li>- Where in the world is Italy located?</li> <li>- What is the physical geography of Italy?</li> <li>- What are the key cities and human features of Italy?</li> <li>- What are the main exports of Italy?</li> <li>- How is Italy different to the UK?</li> <li>- Why is tourism important to Italy?</li> </ul>	<p>Year 3 Spring</p> <p>Where would you find a volcano?</p> <ul style="list-style-type: none"> <li>- What is a volcano?</li> <li>- Why do volcanoes erupt and what are the consequences?</li> <li>- What are the features of a volcano and what are the main types?</li> <li>- What are tectonic plates?</li> <li>- What are the benefits of living in a volcanic region?</li> <li>- How is Hawaii different to the UK?</li> </ul>
<p>Year 4 Autumn</p> <p>How does the UK stay connected?</p> <ul style="list-style-type: none"> <li>- Where is the UK in relation to the Tropics?</li> <li>- What is the difference between political and physical maps?</li> <li>- What are the significant features of the UK?</li> </ul>	<p>Year 4 Spring</p> <p>How do rivers work?</p> <ul style="list-style-type: none"> <li>- What is a river?</li> <li>- How does a river form and change?</li> <li>- Why are rivers important?</li> <li>- What is the water cycle?</li> <li>- What happens in a flood?</li> </ul>	<p>Year 4 Summer</p> <p>What is a mountain?</p> <ul style="list-style-type: none"> <li>- What is a mountain and how do they form?</li> <li>- What are some of the world's major mountain ranges?</li> <li>- What are the different types of mountain?</li> <li>- What are altitudinal zones and how can they change?</li> <li>- What do contour lines tell us on a map?</li> </ul>

<ul style="list-style-type: none"> <li>- How do you use 6 figure grid references to locate places in the UK?</li> <li>- How is the UK connected transport networks?</li> <li>- How are natural resources used to keep the UK running?</li> </ul>	<ul style="list-style-type: none"> <li>- What information can we find from visiting a river?</li> </ul>	<ul style="list-style-type: none"> <li>- What is the impact of tourism on mountain environments?</li> </ul>
<p>Year 5 Autumn</p> <p>How have people settled across the world?</p> <ul style="list-style-type: none"> <li>- Which time zone is the UK in?</li> <li>- What do we mean by settlement hierarchy?</li> <li>- What are the features of different settlements?</li> <li>- What makes a city a capital city?</li> <li>- What does topography tell us about a settlement?</li> <li>- How does human geography differ across the continents?</li> </ul>	<p>Year 5 Spring</p> <p>What is unique about the Grand Canyon?</p> <ul style="list-style-type: none"> <li>- Where would you find the Grand Canyon?</li> <li>- How did the Grand Canyon form?</li> <li>- What are biomes and vegetation belts?</li> <li>- Which biomes will you find at the Grand Canyon?</li> <li>- How has human activity and land use impacted on the Grand Canyon?</li> </ul>	<p>Year 5 Summer</p> <p>Where does our food come from and where does it go to?</p> <ul style="list-style-type: none"> <li>- What types of farming are there in the UK?</li> <li>- How do people farm locally?</li> <li>- How does topography impact farming?</li> <li>- What is trade and why do different parts of the world import and export different goods?</li> <li>- How many miles has your food travelled?</li> <li>- What is the impact of modern farming techniques?</li> </ul>
<p>Year 6</p> <p>What makes South America different to Europe?</p> <ul style="list-style-type: none"> <li>- Which countries make up the continent of South America?</li> <li>- What are the significant human and physical features of South America?</li> <li>- How is economic activity different across different parts of South America?</li> <li>- What is the geography of Chile?</li> <li>- How does Chile's access to natural resources impact on its people?</li> <li>- What issues face South America in the future?</li> </ul>	<p>Year 6 Spring</p> <p>How is our world changing?</p> <ul style="list-style-type: none"> <li>- What are the key positional features of the Earth?</li> <li>- How do we use scales when looking at maps?</li> <li>- How is climate change and global warming impacting on our world (including extreme weather)?</li> <li>- How are trade networks changing?</li> <li>- How are human settlement patterns changing?</li> <li>- How is traffic data changing and what can we learn from it?</li> </ul>	<p>Year 6 Summer</p> <p>What's it like in Scandinavia?</p> <ul style="list-style-type: none"> <li>- Where is Scandinavia?</li> <li>- What is the climate in Scandinavia?</li> <li>- What are the physical features of Scandinavia and the Arctic Circle?</li> <li>- What are the main aspects of human geography in Scandinavia?</li> <li>- How does life in Scandinavia differ from life in the UK and how is this related to physical and human geography?</li> </ul>