



| National Curriculum Objectives  | LKS2 Cycle A |         |                | LKS2 Cycle B |                             |        | UKS2 Cycle A |       |               | UKS2 Cycle B      |                       |            |
|---|--------------|---------|----------------|--------------|-----------------------------|--------|--------------|-------|---------------|-------------------|-----------------------|------------|
|   | Egyptians    | Forests | Ancient Greeks | Stone Age    | Beautiful/<br>British Isles | Romans | WW2          | Benin | Extreme Earth | Sustainable Earth | Invaders and Settlers | Victorians |
| 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   | X            |         |                |              |                             |        | X            |       | X             | X                 |                       |            |
| 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 |              |         |                |              | X                           |        |              | X     |               |                   |                       |            |
| 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)   |              |         |                |              |                             |        |              |       | X             | X                 |                       |            |
| 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  |              | X       |                |              |                             |        |              |       |               |                   |                       |            |
| describe and understand key aspects of: ☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  |              |         |                |              | X                           |        |              |       | X             |                   |                       |            |





| National Curriculum Objectives  | KS1 Cycle A    |                                       |  | KS1 Cycle B                |                    |  |
|---|----------------|---------------------------------------|--|----------------------------|--------------------|--|
|   | Our Local Area | The Four Seasons and Weather Patterns |  | Where are we in the World? | Sensational Safari |  |
| 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   |                | X                                     |  | X                          |                    |  |
| 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   | X              | X                                     |  | X                          | X                  |  |
| 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 | X              | X                                     |  |                            | X                  |  |
| 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  | X              | X                                     |  | X                          | X                  |  |
| 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.   | X              |                                       |  | X                          |                    |  |