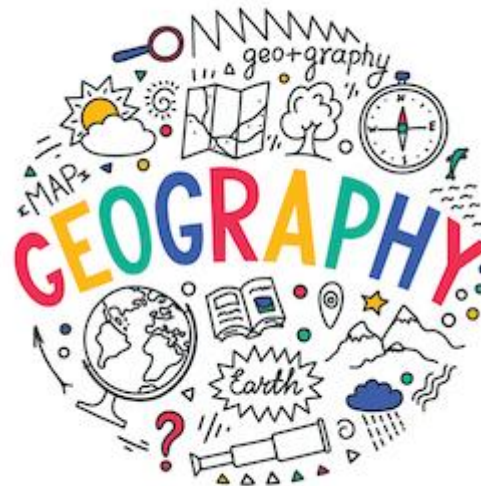


# Branton Primary School and Nursery

## Cycle C Coverage





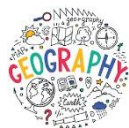
## Branton Primary School and Nursery Cycle C – Geography Coverage KS2



		KS2 Topics	Rivers (Kapow and Twinkl)	Global Study - The Americas (Twinkl Y6)	Rainforest (Kapow Y3 & 4)
Locational Knowledge	LKS2	Locate the world's countries, using maps, 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;		✓	
		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;		✓	✓
		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.	✓	✓	✓
	UKS2	Use maps to locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;	✓	✓	✓
		Name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;		✓	✓
		Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;	✓		✓
		Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.	✓	✓	✓
Place	LKS2	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom;	✓	✓	✓
		Explore similarities and differences, comparing the human geography of a region of the UK and another country;	✓	✓	

		Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;		✓		
		Explore similarities and differences comparing the physical geography of a region of the UK and another country;	✓	✓		
		Use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, city, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural, Branton, Northumberland, town, village, Newcastle Upon Tyne, Tyne & Wear, Eldon Square, Metro Centre and River Tyne.	✓	✓	✓	
	UKS2		Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom compared to another part of the world (China or America)	✓		✓
			Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a another region	✓	✓	
			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.	✓	✓	✓
Human & Physical Geography	LKS2	Physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;			✓	
		Human geography, including: types of settlement and land use;	✓	✓		
		Use key vocabulary to demonstrate knowledge and understanding in this strand: magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food and village naming.	✓	✓	✓	
	UKS2	Physical geography, including: climate zones, biomes and vegetation belts, mountains 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;			✓	

		Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, 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,	✓	✓	✓
Geographical Skill & Fieldwork	LKS2	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 and present the human and physical features in the local area using sketch maps, plans and digital technologies;		✓	
		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, Ordnance Survey, compass, legend.	✓	✓	✓
	UKS2	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features;	✓	✓	✓
		Use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;		✓	
		Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, borders, fieldwork, measure, observe, record, map, sketch, graph.	✓	✓	✓



**Branton Primary School and Nursery**  
**Cycle C – Geography Coverage KS1 and EYFS**

EYFS/KS1 Topics	Our School, Branton (Local study) What is it Like to be Here? (Kapow Yr 1/2 A)	What can you see at the coast? (Kapow Yr 1/2 A)	UK (Weather) What is the weather like in the UK (Kapow Y1)
Substantive concepts			
Methods of enquiry/skills KS2			

		Disciplinary concepts			
Locational Knowledge	0 to 3	Explore and respond to different natural phenomena in their setting and on trips.	✓	✓	✓
	3 to 4	Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.	✓	✓	✓
	Rec	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live	✓	✓	✓
	ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	✓	✓	✓
		Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	✓	✓	✓
	KS1	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;		✓	

		Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, Branton, Northumberland, National Park, Craggside Lindisfarne, coast, island, mainland, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.	✓	✓	✓
Place Knowledge	0 to 3	Explore and respond to different natural phenomena in their setting and on trips.	✓	✓	✓
	3 to 4	Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	✓	✓	✓
	Rec	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live	✓	✓	✓
	ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	✓	✓	✓
		Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	✓	✓	✓
		Compare the UK with a contrasting country in the world;	✓		✓

		Compare a local city/town in the UK with a contrasting city/town in a different country;		✓	✓
		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, river, desert, Humber, land use, Australia, Great Barrier Reef	✓	✓	✓
Human & Physical Geography	0 to 3	Explore and respond to different natural phenomena in their setting and on trips.	✓	✓	✓
	3 to 4	Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	✓	✓	✓
	Rec	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live	✓	✓	✓
	ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	✓	✓	✓
		Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	✓	✓	✓
KS1	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;	✓	✓	✓
		Use basic geographical vocabulary to refer to key human features, including: city, town, village, school, church, other services, farm, house, office, port, harbour and shop.		✓	✓
Geographical Skill & Fieldwork	0 to 3	Explore and respond to different natural phenomena in their setting and on trips.	✓	✓	✓
	3 to 4	Understand position through words alone. For example, “The bag is under the table,” – with no pointing. Describe a familiar route. Discuss routes and locations, using words like ‘in front of’ and ‘behind’. Use all their senses in hands-on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	✓	✓	✓
	Rec	Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live	✓	✓	✓
	ELG	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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.	✓	✓	✓
		Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons.	✓	✓	✓
KS1	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;	✓	✓	✓	

	Use simple compass directions and locational and directional to describe the location of features and routes on a map;		✓	
	Devise a simple map; and use and construct basic symbols in a key;	✓	✓	
	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;		✓	
	Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point,	✓		✓
	Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, borders, fieldwork, measure, observe, record, map, sketch, graph.	✓	✓	✓