

**Current Y2 Geography Recovery Plan**

**EYFS Framework**

**Understanding the World**

**ELG: People, Culture and Communities**

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.

**ELG: The Natural World**

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.

**National Curriculum Requirements**

**KS1**

Pupils should develop knowledge about –

- the world
- the United Kingdom
- their locality

They should –

- understand basic subject-specific vocabulary relating to human and physical geography
- begin to use geographical skills, including first-hand observation, to enhance their local awareness

**KS2**

Pupils should –

- extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, north and south America
- this will include the location of a range of the world’s most significant human and physical features

They should –

- Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge

**Geography National Curriculum Strands**

**Locational Knowledge**

**Place Knowledge**

**Human and Physical Geography**

**Skills and Fieldwork**

Each aspect (key knowledge and skill) of the William Patten geography curriculum is colour coded to show progression within and across year groups. If the aspect supports progress in more than one of the geography strands, it is followed by \*\* to indicate the multiple strands.

Year 1 2020/21				
KS1 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 1 Weeks 3 & 4	Spring 1 Weeks 1 and 2	Summer 1 Weeks 2 and 3
<p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>Can name and locate the world's seven continents and five oceans</li> <li>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p><b>Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>Understands 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</li> </ul> <p><b>Human and Physical Geography:</b></p> <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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 and;</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<b>Topic</b>	Local Area 'Our School'	UK (Informed by 'Our Country' Planit Geography Scheme Unit)	Weather Patterns
	<b>Key Knowledge</b>	<ul style="list-style-type: none"> <li>Every house and street in our country has a name and a postcode. The name of the street is usually on a wall or a sign at the beginning of the street.**</li> <li>Your address has the name of the street you live in, the number or name of your house; the village, town or city you live in and a postcode. This is how the postal workers know where to bring your letters.</li> <li>An aerial photograph is a photograph taken from above. It allows you to see lots of roads at once, like on a map.</li> <li>Maps have symbols on them to show us important buildings and other features of the area.</li> <li>Human features are characteristics of a place that were made by humans, for example shops and roads</li> <li>Physical features are characteristics of a place that are naturally occurring. These include features of the land (hills, mountains), bodies of water (lakes, rivers) and vegetation (trees, plants).</li> </ul>	<ul style="list-style-type: none"> <li>London (where we live) is the capital city of England.</li> <li>England is one of four countries in the U.K.</li> <li>The four countries in the U.K are: England, Scotland, Wales and Northern Ireland.</li> <li>The capital cities of each country in the U.K. are: London, Edinburgh, Cardiff and Belfast.</li> <li>The seas surrounding the U.K are: The English Channel, North Sea, Irish Sea and the Atlantic Ocean.</li> <li>Key physical features of the U.K include, rivers, valleys, sea, mountains, hills, forests, cliffs and beaches.</li> <li>Key human features of the U.K. include villages, towns, cities, harbours, factories, offices, farms, ports, houses and shops.</li> <li>Towns and countryside have similar and different geographical features.</li> </ul> <p style="text-align: center;">Identified compromised content</p>	<ul style="list-style-type: none"> <li>Knows and can explain what the weather is like in our country.</li> <li>Knows and can name 4 types of weather that happen in the UK.</li> <li>Knows that weather changes throughout the year and can name the seasons.</li> <li>Knows and can explain how the weather can affect us</li> <li>Knows and understands some of the dangers of weather and the effect that 'extreme' weather can have on our surroundings</li> <li>Knows and can explain some ways the weather affects us in the clothes we wear, how we travel and the things we do.</li> </ul> <p>[The above key knowledge was covered during our Science topic on 'Seasonal Change', 'Protest Project' work on climate change and through Science Week teaching on flooding in Bangladesh.]</p> <ul style="list-style-type: none"> <li>Knows and understands what weather forecasts show</li> <li>Knows 3 or more weather symbols and can explain what they show</li> <li>Knows what hot and countries might look like and how they might differ according to the weather</li> <li>Knows three facts about the arctic</li> </ul> <p style="text-align: center;">Identified compromised content</p>
	<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>Literacy: Children write their address</li> <li>Maths: Geometry: children use maps to describe position, direction and movement</li> </ul>	Art: Sketching/painting a physical feature of the U.K.	Y1 Science: Seasons
<p><b>KS1 Skills and Fieldwork End Points:</b></p> <p>Children will be able to –</p> <ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use aerial photos and construct simple maps</li> <li>Undertake simple fieldwork within school locality</li> </ul>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Name and give examples of some of the key features of their local area.</li> <li>Use observational skills to sort physical and human features using aerial photographs.</li> <li>Construct a map of the classroom using fieldwork observations.</li> <li>Use and recognise some basic map symbols, and begin to understand how these can be used in a key.</li> </ul>	<ul style="list-style-type: none"> <li>Use globes, maps and atlases to locate the countries and capital cities of the U.K.</li> <li>Use a growing range of subject specific vocabulary.</li> <li>Compare geographical features of towns and the countryside using their existing observations, maps and photographs.</li> <li>Use aerial photographs to begin to locate countries.</li> <li>Use basic geographical vocabulary to refer to human and physical features.</li> </ul>	<ul style="list-style-type: none"> <li>Observe the weather.</li> <li>Record observations of the weather.</li> </ul> <p>[The above key knowledge was covered during our Science topic on 'Seasonal Change']</p> <ul style="list-style-type: none"> <li>Describe what weather forecasts show,</li> <li>Work cooperatively (with a partner) to present a weather forecast for parts of the UK.</li> <li>Use 5 new key words to talk about the different types of weather and can explain what these words mean to my partner</li> <li>Design a poster to help people look after themselves in very hot weather.</li> <li>Begin to locate a hot and cold country on a world map.</li> <li>Can research the Arctic with my partner and present facts to class friends.</li> <li>Use map skills to locate hot and cold places.</li> <li>Locate (find) the Arctic on a world map or a globe.</li> <li>Begin to locate other places such as the North Pole, South Pole and Antarctic.</li> </ul> <p style="text-align: center;">Identified compromised content</p>
<b>School Context</b>				

	<ul style="list-style-type: none"> <li>Children will learn about their local area by going on a local walk around Stoke Newington. They will identify local landmarks, facilities and features of the area.</li> </ul>	<ul style="list-style-type: none"> <li>Children will learn about the location of their homes and school in the wider context of the U.K. and the world.</li> <li>They will start to understand the similarities and differences between where they live and other places.</li> </ul>	<ul style="list-style-type: none"> <li>Children will observe the weather from suitable vantage points, including the roof-top garden, during fieldwork.</li> </ul>
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Year 2 2021/22					
KS1 Knowledge End Points:	Term	Autumn		Spring	Summer
	Half Term Coverage	Autumn 2 Week 2	Autumn 2 Week 3	Spring 1 Week 4 and 5	-
<b>Locational Knowledge:</b> <ul style="list-style-type: none"> <li>Can name and locate the world's seven continents and five oceans</li> <li>Can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <b>Place Knowledge:</b> <ul style="list-style-type: none"> <li>Understands 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</li> </ul> <b>Human and Physical Geography:</b> <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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 and;</li> <li>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<b>Topic</b> Seven Continents and 5 Oceans	<b>Recovery Content:</b> <ul style="list-style-type: none"> <li>The seas surrounding the U.K are the English Channel, North Sea, Irish Sea and the Atlantic Ocean. Coverage of the Atlantic will lead into learning about the 5 oceans.</li> <li>When covering key knowledge about climate across continents, the children should have the opportunity to locate hot and cold countries on a map, and know what they might look like. They should locate the poles when learning about the equator.</li> <li>When learning about the Arctic ocean, children will learn the location of the Arctic.</li> <li>There are borders that separate different parts of the world</li> <li>A continent is a land mass and an ocean is a large body of water (and the names of each)</li> <li>There seven continents which are (from smallest): Australia/Oceania, Europe, Antarctica, South America, North America, Africa and Asia</li> <li>The majority (71%) of the world's surface is covered by water</li> <li>The five oceans are The Atlantic, Pacific, Indian, Southern and Arctic.</li> <li>The climate is different across continents (and to be able to give examples of contrast, e.g. Asia and Antarctica)</li> <li>The equator is the hottest part of the world and it relates to the Earth's orbit around the sun</li> </ul>	<b>Fieldwork on a Local Area - 'A study of Stoke Newington'</b> <ul style="list-style-type: none"> <li>The compass directions are North, South, East, West)</li> <li>Develop knowledge of map symbols (river, church, roads etc) by using them on their own map keys, as well as identifying on others'</li> <li>To know that Stoke Newington is part of a city and develop understanding of the countryside having different geographical features.</li> <li>To know that Stoke Newington is in Hackney and that Hackney is a borough in London</li> <li>To know that London is a city and that cities have different geographical features than the countryside</li> <li>To know the term 'land use' and know some ways that land use is different in the countryside than in their local area.</li> </ul>	<b>Recovery Content:</b> <ul style="list-style-type: none"> <li>Before teaching about the climate and weather of Uganda, children should first have input that enables them to consolidate their knowledge of weather in the UK, including names for types of weather and also what 'extreme' weather looks like in the UK. Film clips to support observation of this 'in action' should be used, and footage of weather forecasts will enable them to recognise the weather symbols.</li> <li>When they learn about what life is like for people living in Jinja, they should consider how the hot weather factors into this (e.g. how people look after themselves in very hot weather).</li> <li>To know that they live in Stoke Newington, which is in the north west of Hackney</li> <li>To know that Hackney is one of 33 boroughs in London</li> <li>To know that most countries have a capital city and that London is the capital city of the UK</li> <li>To know that there are human and physical features within an area</li> <li>To know to follow a route on an aerial map and be able to describe features on a map</li> <li>To know the compass points and how to use these to navigate</li> <li>To know that Uganda is a country in Africa and be able to locate it on world map</li> <li>To know that Uganda lies on the equator and that the distance from the equator affects weather</li> <li>To know what life is like for people living in Jinja</li> <li>To know what school and family life is like in Walukuba West and Kyomya (pronounced 'chomya').</li> </ul>	
	<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>Music: Learn and perform a song about continents</li> <li>Literacy: produce a fact file about a focus continent</li> </ul>	<ul style="list-style-type: none"> <li>Literacy: Write a description using geographical vocabulary</li> <li>Art: Produce a collage of local landmarks</li> <li>Maths – traffic survey (links with environmental awareness); introduction to coordinates</li> </ul>	<ul style="list-style-type: none"> <li>Literacy: Non-chronological report about Maasai people, book Maasai and I by Virginia Kroll</li> <li>Art: Make an Kenyan piece of art in mixed media</li> <li>PSHE</li> </ul>	
<b>KS1 Skills and Fieldwork End Points:</b> Children will be able to – <ul style="list-style-type: none"> <li>Use world maps, atlases and globes</li> <li>Use simple compass directions</li> <li>Use aerial photos and construct simple maps</li> <li>Undertake simple fieldwork within school locality</li> </ul>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Use world maps, atlases and globes to identify the locations of the United Kingdom and its countries, continents and oceans of the world</li> <li>Make comparisons between different continents and oceans (animals, temperature, clothing, jobs, houses) * *</li> <li>use basic geographical vocabulary e.g. north, south, east and west</li> <li>Research and write facts about a country, continent and ocean* *</li> </ul>	<ul style="list-style-type: none"> <li>Use simple compass directions</li> <li>Plot and navigate a simple route on a map (around Stoke Newington).</li> <li>Recognise basic map symbols and use these in a key</li> <li>Compare the land use of Stoke Newington to more agricultural places * *</li> <li>Express views about the environment and begin to suggest improvements with reasoning * *</li> <li>Use a growing range of subject specific vocabulary</li> <li>Use presentation skills with growing confidence</li> </ul>	<b>Recovery Content: Film clips to support observation of British weather should be used before children see film footage from Uganda.</b> <ul style="list-style-type: none"> <li>To identify and recognise human and physical features of their locality from aerial photographs and relate these to maps (includes using google maps and satellite images).</li> <li>To use simple fieldwork and observational skills to study their local environment by drawing symbols on an ordinance survey map, plotting a route from one local destination to another and identifying human and physical features of Stoke Newington.</li> <li>To be able to use a compass to navigate</li> <li>To be able to locate Uganda on a world map and relate the concept of north, south, east and west to a map of the world and a globe.</li> <li>To be able to recognise geographical similarities and differences between their local area and a non-European small area through the analysis of photographs, maps, aerial photographs and film clips.</li> <li>To be able to compare their lives to those of children in Walukuba West and Kyomya through observations of film clips, reviews of children's work/textbooks and consideration of geographical features.</li> <li>To be able to use basic geographical vocabulary to refer to human and physical features</li> </ul>	
<b>School Context</b>					

	<ul style="list-style-type: none"> <li>To participate in discussions about the UK and its relationship to Europe</li> <li>Children to talk about their experiences of different continents and oceans</li> </ul>	<ul style="list-style-type: none"> <li>Complete homework project about Stoke Newington and present this to peers</li> <li>Local walk around Stoke Newington with emphasis on the multi-cultural aspects of the town</li> <li>Speak to community members about their opinions and positive experiences of Stoke Newington</li> </ul>	<ul style="list-style-type: none"> <li>Walk a route around Stoke Newington</li> <li>Make a collage of local area</li> <li>Comparisons with local area and Kenya</li> <li>Homework project about Kenya</li> </ul>
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Year 3 2022-2023				
KS2 Knowledge End Points:	Term	Autumn	Spring	Summer
	Half Term Coverage	Autumn 2 Week 7	Spring 1 Week 3	Summer 1 Week 2 and 3
	Topic	UK (Informed by Planit Geography Scheme Unit)	Europe	South America and Rio de Janeiro
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Can 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</li> <li>Can 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</li> <li>Can 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> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Understands 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> </ul> <p><b>Human and Physical geography</b></p> <ul style="list-style-type: none"> <li>Can describe and understands key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>Can describe and understands key aspects of 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> </ul>	<p><b>Key Knowledge</b></p> <p><b>Recovery Content: Children will first need to see a simple map of the UK, which indicates the countries it consists of, but specifically features the surrounding seas (labelled). They will also need to see a map, could be from an atlas or illustrated book, that shows variation of landscape across the UK (mountain regions, rivers, forest etc).</b></p> <ul style="list-style-type: none"> <li>Knows the relative locations of UK's capital cities (within the countries of the UK) and can identify these on a map</li> <li>Knows what defines a city as opposed to a town (i.e. cities must have a cathedral) * *</li> <li>Can name significant rivers of the UK and the seas that some rivers flow into</li> <li>Knows and can name some of the mountain regions in the UK</li> <li>Knows that the Romans invaded Britain in AD 43 and built a settlement called Londinium on the banks of the River Thames and can describe some of the ways that London has changed since AD43</li> <li>Knows and can describe how the UK population has changed over time</li> <li>Knows where some immigrants to the UK migrated from, within an historical context.</li> <li>Knows how to find specific information from an atlas (page numbers and compass rose and index)</li> <li>Knows the eight compass points and how the eight-point compass can be used to help locate places and give directions.</li> </ul>	<ul style="list-style-type: none"> <li>Europe is in the northern hemisphere (and be able to give examples of countries that are in the north, east, south and west of Europe, including the location of Russia)</li> <li>To know and recognise the flags of a number of European countries (constituencies covered in Y4) and understand the concept of a national identity.</li> <li>To know significant environmental regions and their physical characteristics ( eg of rivers : Volga, Danube, Ural, Rhine, Thames, Don and Seine) (eg of mountains : Ural, Alps, Mount Olympus, Mount Blanc, Mount Vesuvius, and Caucasus)</li> <li>To know the location of significant landmarks in Europe (including Big Ben, Eiffel Tower, Colosseum, and St Basil's Cathedral).</li> <li>To know and state the locations of some of the major cities in Europe (including Paris, Rome, London, Berlin, Moscow, Amsterdam, Munich, Madrid, Milan)</li> <li>To know the location of the meridian line and to have an understanding of the extent to which times vary across the continent.</li> <li>To know that the single market makes trade between European countries easier (<a href="https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states">https://en.wikipedia.org/wiki/European_Single_Market#Integration_of_non-EU_states</a>) and that trade within the single market can involve countries beyond Europe (for example, Canada).</li> </ul>	<ul style="list-style-type: none"> <li>There are 12 countries in South America and almost 400 million people live there.</li> <li>Brazil is the largest country and covers almost half the continent. It is only slightly smaller than the USA.</li> <li>South America's largest river is the Amazon, which is the second longest river in the world. The Amazon carries more water than any other river in the world.</li> <li>The Amazon rainforest in South America is so big that if it were a country, it would be the ninth biggest in the world.</li> <li>Sao Paulo is the largest city with more than 20 million people living there.</li> <li>Spanish is the most popular language in South America even though Brazilians speak Portuguese.</li> <li>The Incas were the largest group of indigenous people in South America when the Europeans arrived.</li> <li>Rio De Janeiro was discovered by the Portuguese on 22nd April 1500</li> <li>The statue of Christ the Redeemer is a religious monument which can be found at the top of Corcovado Mountain</li> <li>Sugarloaf Mountain is one of the most famous natural landmarks. The top can be reached by cable car</li> <li>Copacabana Beach is one of the most famous and beautiful beaches in the world. It is 4km long.</li> <li>Maracana Stadium was named after the Rio Maracana, a river in Rio de Janeiro. Many famous football players have played there.</li> <li>Rio de Janeiro is famous for its three-day carnival. During that time, Rio is filled with dancing, music, singing and lots of street parades showcasing colourful costumed dancers performing the samba.</li> </ul>	
	<b>Cross Curricular Links</b>	<ul style="list-style-type: none"> <li>Maths: Coordinates</li> <li>Computing curriculum- Researching a coastal area in the UK and creating a presentation to share with peers.</li> <li>History: Context for population changes.</li> </ul>	<ul style="list-style-type: none"> <li>History link WW2</li> <li>Science- rationing</li> <li>PSHE – living in Europe</li> </ul>	<ul style="list-style-type: none"> <li>Literacy: Factual information leaflet on Rio De Janeiro</li> <li>MFL: Spanish speaking countries</li> </ul>
<p><b>KS2 Skills End Points:</b></p> <p><b>Geographical Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Is able to 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</li> </ul>	<b>Key Skills</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 point compass points to describe a location relative to another place.</li> <li>Use a legend to find areas of higher ground on a map</li> <li>use the eight points of a compass</li> <li>Interpret symbols and keys to develop knowledge of the United Kingdom</li> <li>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>	<ul style="list-style-type: none"> <li>Use an atlas to locate Europe and countries within Europe, relate this to a globe and find the same locations using google maps and satellite images.</li> <li>Use an atlas to identify national flags and support understanding what each flag represents.</li> <li>Use maps, atlases, globes and digital/computer mapping to compare and contrast mountain ranges, rivers and landmarks and record key facts.</li> </ul>	<ul style="list-style-type: none"> <li>Use an atlas to identify countries, states and regions of geographical interest.</li> <li>understand the necessity of a key and use this to help read maps of increasing complexity.</li> <li>Use computer/digital mapping to locate countries and regions, as part of own research to support description of features studied.</li> <li>Understands how aspects of the human and physical features of Rio are similar and different to London and the wider UK.</li> </ul>
<b>School Context</b>				

	<ul style="list-style-type: none"><li>● Children describe routes to locate areas from our school using the compass rose?</li><li>● Be able to name some of the places in London that make it a capital city. (understanding what London has to offer people around the world)(cultural links)</li></ul>	<ul style="list-style-type: none"><li>● Children to make connections with personal travels / family living in Europe.</li><li>● Compare climate and weather changes.</li></ul>	<ul style="list-style-type: none"><li>● Children relate landmarks and regions to own experiences for comparison (eg docklands cable cart, seaside visits)</li><li>● Link learning to Hispanic Week</li><li>● Portuguese timetabled as Language of the Month</li></ul>
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