



## Ryton Federation Key Stage 2 Geography Matrix

Year 3	<b><u>Charlie &amp; the Chocolate Factory</u></b> Where does chocolate come from?	<b><u>Hot and Cold</u></b> Extreme weather / climate zones around the world	<b><u>France</u></b>	<b><u>Romans</u></b>	<b><u>Stone age</u></b>
Geography Content (Milestone 2)  To investigate places To investigate patterns To communicate geographically	*Use maps, <b>atlases, globes</b> and digital / computer mapping to <b>locate countries</b> and describe features.	*Ask and answer geographical questions about the <b>human and physical</b> characteristics of a location. *Use a range of resources to identify the key <b>physical and human</b> features of a location. Investigate the impact of extreme temperatures on the day to day lives of the people living there. *Use maps, <b>atlases, globes</b> and digital / computer mapping to <b>locate countries and describe features.</b> *Name and locate counties and <b>cities</b> of the UK. *Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. To cover when learning about climate zones around the world. *Describe key aspects of physical geography (including <b>rivers, mountains, volcanoes and earthquakes and the water cycle.</b> )	*Ask and answer geographical questions about the <b>human and physical</b> characteristics of a location. *Use a range of resources to identify the key <b>physical and human</b> features of a location Case study of Paris compare / contrast with life in Ryton or Newcastle. *Explain own views about locations giving reasons. Case study of Paris compare / contrast with life in Ryton or Newcastle. *Use <b>maps, atlases, globes</b> and <b>digital / computer</b> mapping to <b>locate countries and describe features.</b> Ensure that digital mapping is used to locate France. *Name and locate the countries of Europe and identify their main physical and human characteristics. *Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technology. Case study of Paris compare / contrast with life in Ryton.	*Name and locate counties and <b>cities</b> of the UK, geographical regions and their identifying <b>human and physical</b> characteristics including hills, mountains, cities, rivers, key topographical features and land use patterns, and <b>understand how some of these aspects have changed over time.</b> Investigate how a major city in Roman Britain such as Colchester or London has changed over time.	



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			<p>Case study of Paris compare / contrast with life in Ryton. Fieldwork linked to Ryton or Newcastle.</p> <p>*Describe geographical similarities and differences between countries. *describe key features of human geography, including settlements and land use.</p>		
Year 4	<u>Egypt</u>	<u>Hills and Mountains</u>	<u>Anglo Saxons</u>	<u>India</u>	<u>Volcanoes</u>
<p>Geography Content (Milestone 2)</p> <p>To investigate places To investigate patterns To communicate geographically</p>	<p>*Use maps, <b>atlases, globes</b> and digital / computer mapping to <b>locate countries</b> and describe features.</p>	<p>*Ask and answer geographical questions about the <b>human and physical</b> characteristics of a location. *Use a range of resources to identify the key <b>physical and human</b> features of a location Look at the effects of tourism on mountainous areas. *Explain own views about <b>locations giving reasons</b> Look at the effects of tourism on mountainous areas. *Use maps, <b>atlases, globes</b> and <b>digital / computer mapping</b> to <b>locate countries</b> and describe features. See Digi-maps 'A Taste of Scotland' *Describe key aspects of physical geography (<b>including rivers, mountains, volcanoes and earthquakes and the water cycle</b>) The water cycle is also covered through science.</p>	<p>*Name and locate <b>counties and cities</b> of the UK. *describe key features of human geography, including settlements and land use. *Use the 8 points of a compass, four figure grid references, symbols and key to communicate knowledge of the UK and the wider world. *Describe how the locality of the school has changed over time (Possible Bede's World trip link)</p>	<p>*Ask and answer geographical questions about the <b>human and physical</b> characteristics of a location. *Use a range of resources to identify the key <b>physical and human</b> features of a location Investigate differences between rural and city life in India. *Explain own views about <b>locations giving reasons</b> Investigate differences between rural and city life in India. *Use maps, <b>atlases, globes</b> and <b>digital / computer mapping</b> to <b>locate countries</b> and describe features. Ensure that digital mapping is used to locate India. *describe key features of human geography, including settlements and land use.</p>	<p>*Describe key aspects of physical geography (including rivers, mountains, <b>volcanoes and earthquakes</b> and the water cycle.)</p>



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Year 5	<u>The Maya</u>	<u>Rivers</u>	<u>Greeks</u>	<u>Coasts</u>
<p>Geography Content (Milestone 3)</p> <p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p>	<p><b>*Name and locate some of the countries and cities of the world</b> and their identifying human and physical characteristics including hills, mountains, rivers, key topological features and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>*Name and locate the countries of North and South America and identify their main physical and human characteristics.</p> <p>*Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Identify ancient Mayan cities on a map and compare and contrast with modern day Mexico and explains reasons for the change.</p>	<p>*Identify and describe how the physical features affect the human activity within a location.</p> <p>Understand why settlements develop beside rivers.</p> <p>*Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including <b>hills, mountains, rivers</b>, key topological features and land-use patterns, and understand how some of these aspects have changed over time.</p> <p>*Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>To understand that rivers change over the years through erosion, transportation and deportation.</p> <p><b>*Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycle.</b></p>	<p><b>*Name and locate some of the countries and cities of the world</b> and their identifying human and physical characteristics including hills, mountains, rivers, key topological features and land-use patterns, and understand how some of these aspects have changed over time.</p>	<p>*Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>*Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features of the area. Record the results in a range of ways.</p> <p>*Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>To understand how land in coastal areas changes.</p> <p>*Describe and understand key aspects of human geography including settlements, land-use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>*Describe and understand key aspects of human geography including <b>settlements, land-use</b>, economic activity including trade links and the distribution of natural resources including <b>energy, food, minerals and water supplies.</b></p>



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Year 6	<u>Victorians</u>	<u>WWII</u>	<u>Blodden's Quest Animal Adaptation</u>	<u>St Lucia / Fair Trade</u>
<p>Geography Content (Milestone 3)</p> <p>To investigate places</p> <p>To investigate patterns</p> <p>To communicate geographically</p>	<p><b>*Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including hills, mountains, rivers, key topological features and <u>land-use patterns, and understand how some of these aspects have changed over time.</u></b></p> <p>Compare maps of Ryton with maps from over 100 years ago and identify how the location has changed since the Victorian era.</p> <p><b>*Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps as in London's Tube map</b></p> <p><b>*Describe and understand key aspects of human geography including settlements, land-use, <u>economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.</u></b></p>	<p><b>*Name and locate some of the countries and cities of the world and their identifying human and physical characteristics including hills, mountains, rivers, key topological features and land-use patterns, and understand how some of these aspects have changed over time.</b></p> <p><b>*Use the eight points of a compass, four figure grid references, symbols and a key (that uses standard ordinance survey symbols) to communicate knowledge of the UK and the world.</b></p> <p>Identify North East targets for the German Luftwaffe using OS maps.</p>	<p><b>*Identify and describe the geographical significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones (including day and night).</b></p> <p><b>*Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and water cycle.</b></p>	<p><b>*Collect and analyse statistics and other information in order to draw clear conclusions about locations.</b></p> <p><b>*Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</b></p> <p><b>*Name and locate the countries of North and South America and identify their main physical and human characteristics.</b></p> <p><b>*Understand some of the reasons for geographical similarities and differences between countries.</b></p> <p>Fair / unfair distribution of resources.</p> <p><b>*Describe geographical diversity across the world.</b></p> <p>Fair / unfair distribution of resources.</p> <p><b>*Describe how countries and geographical regions are interconnected and interdependent.</b></p> <p>Trade between St Lucia and the UK – fair trade</p>