



Geography Whole School Curriculum

Geographical Skills & Fieldwork
 Human & Physical Geography
 Locational Knowledge
 Place Knowledge

Geography– Year 1 – 6 Geographical Skills and Fieldwork

Rationale Y1-6

Children begin their learning of Geographical Skills and Fieldwork by looking and exploring their immediate environment e.g. their school. It is an area they know well and therefore allows them to use equipment and technology to look at past and present, comparing to other local areas and to suggest improvements for areas. Children are taught how to draw/make maps, understand symbols and how to use them. This then expands into compass work, which they develop throughout school. Once the children have a solid foundation of their own immediate environment they then explore and learn about their country and other countries in the wider world whilst continuously expanding their geographical skills.

Learning:

In Early Years pupils are taught:	In Year 1 pupils are taught:	In Year 2 pupils are taught:	In Year 3 pupils are taught:	In year 4 pupils are taught:	In Year 5 pupils are taught:	In year 6 pupils are taught:
Can talk about some of the things he/she has observed such as plants, animals, natural and found objects. Looks closely at similarities, differences, patterns and change.	Ask simple questions (What is it like to live in this place?) Use simple observational skills to study the geography of school & grounds Use simple maps of the local area (large scale, pictorial) Use locational and directional language	Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage Use simple compass directions (N,S,E,W) and locational and directional language	Ask & respond to geographical questions e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that? What do you think it might be like if...continues? Analyse evidence and draw conclusions e.g.	Understand & use widening range of terms e.g. topic vocab – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc Measure straight line distances using appropriate scales	Understand & use widening range of geog terms – topic vocab, climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, and the water cycle.	Use maps, atlases, globes & digital/computer mapping to locate countries and describe features studied Use the 8 points of a compass, 4 & 6 figure grid references, symbols and key (including the use of Ordnance

<p>Talks about the features of his/her own immediate environment and how environments might vary from one another.</p>	<p>(near and far, left and right) to describe the location of features and routes</p>	<p>e.g. near and far; left and right, to describe the location and features and routes on a map</p> <p>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</p> <p>Use simple fieldwork and observational skills to study the geography of their school & grounds and the key human and physical features of its surrounding environment</p>	<p>make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc</p> <p>Recognise that difference people hold different views about an issue and begin to understand some of the reasons why</p> <p>Communicate findings in ways appropriate to the task or the audience.</p> <p>Understand & use a widening range of geographical terms e.g. specific topic vocab – meander, floodplain, location, industry, transport, settlement, water cycle etc</p>	<p>Explore features on OS maps using 6 figure grid references</p> <p>Draw accurate maps with more complex keys</p> <p>Plan the steps & strategies for an enquiry</p>		<p>Survey Maps) to build his/her knowledge of the UK and the wider world</p> <p>Use fieldwork to observe, measure, record & present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Understand and use a widening range of geog terms e.g. topic vocab – urban, rural, land use, sustainability, tributary, trade links etc</p> <p>Use maps, charts etc to support decision making about the location of places e.g. new bypass</p>
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<p>plants, animals, objects, same, different, change, pattern, inside, outside.</p>	<p>school, area, map, local area, community, near, far ,left ,right.</p>	<p>maps, atlas, globe, UK, continent, ocean compass,location features, symbols.</p>	<p>landscape, comparison, areal, population, temperature, fieldwork specific: meander, floodplain, location, industry, transport, settlement, water cycle basic: cliff, ocean, valley, vegetation, soil, port, harbour, factory, office</p>	<p>contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes, distances, OS maps, 6 figure grid references, enquiry</p>	<p>climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, the water cycle.</p>	<p>Ordnance survey maps, observe, measure, record, sketch, graphs, urban, rural, land use, sustainability, tributary, trade links</p>
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Geography– Human & Physical Geography**Rationale Y1-6**

Children begin their learning of Human and Physical Geography by exploring the seasons and weather changes. This expands to compare hot and cold countries in relation to the equator. Children research and compare weather conditions and patterns around UK, into Europe then around the world.

Within research, the children start by exploring their local community and suggest ideas to improve it. They grow to learn and use vocabulary in relation to beaches, mountains and then to climate zones and biomes. They research into various environments and describe how humans and nature have affected it.

This then develops into how humans can improve/sustain the environment and how economic activity works such as trade and land use.

Learning:

In Early Years pupils are taught:	In Year 1 pupils are taught:	In Year 2 pupils will be taught:	In Year 3 pupils are taught:	In Year 4 pupils are taught:	In Year 5 pupils are taught:	In Year 6 pupils are taught:
<p>Enjoys joining in with family customs and routines</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>Talks about the features of his/her own immediate environment and how environments might vary from one another.</p>	<p>Describe seasonal weather changes</p> <p>Name, describe and compare familiar places</p> <p>Link their homes with other places in their local community</p> <p>Know about some present changes that are happening in the local environment (at school)</p> <p>Suggest ideas for improving the school environment.</p>	<p>Identify seasonal and daily weather pattern in the UK & the location of hot and cold areas of the world in relation to the equator and the North and South Poles</p> <p>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</p>	<p>Identify physical & human features of the locality</p> <p>Explain about weather conditions/patterns around the UK and part of Europe.</p>	<p>Describe human features of UK regions. Cities and/or counties</p> <p>Understand the effect of landscape features on the development of a locality</p> <p>Describe how people have been affected by changes in the environment</p> <p>Explain about key natural resources e.g. water in the locality</p> <p>Explore weather patterns around parts of the world</p>	<p>Understand about weather patterns around the world and relate these to climate zones</p> <p>Know how rivers erode, transport & deposit materials</p> <p>Know about the physical features of coasts & begin to understand erosion & deposition</p> <p>Understand how humans affect the environment over time</p> <p>Understand why people seek to</p>	<p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</p>

		Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop			manage and sustain their environment	of natural resources including energy, food minerals and water
Key Vocabulary: family, same, different, patterns, change.	Key Vocabulary: seasons, describe, local community, changes, local environment, improvements.	Key Vocabulary: seasons, weather, UK, North Pole, South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop.	Key Vocabulary: Physical features, human features, locality, weather patterns.	Key Vocabulary: UK regions, cities, counties, landscape features, environment, natural resources, water in the locality, weather patterns.	Key Vocabulary: Climate zones, erode, transport, deposit materials, coasts, deposition, manage & sustain environment.	Key Vocabulary: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, water cycle, settlement, land use, trade, natural resources.

Geography –Locational Knowledge

Rationale Y1-6

Locational knowledge

Children begin building their locational knowledge by focusing on their local area and gaining an understanding of how places are linked. The children will then develop this understanding by investigating the wider context of the UK. This will continue to develop throughout KS1 as the children begin to identify counties and cities throughout the UK. In KS2, children will be able to identify the human and physical characteristics of specific areas in the UK including rivers, mountains and coasts. Alongside this, the children will gain an understanding of the wider world as they learn about the human and physical characteristics of different countries, particularly North and South America.

Learning

In Early Years pupils are taught:	In Year 1 pupils are taught to:	In Year 2 pupils are taught to:	In Year 3 pupils are taught to:	In Year 4 pupils are taught to:	In Year 5 pupils are taught to:	In Year 6 pupils are taught to:
<p>Children explore their school environment and discuss the various ways they travel to school.</p>	<p>Understand how some places are linked to other places (roads, trains).</p>	<p>Name and locate the world’s 7 continents & 5 oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the UK</p> <p>Name, locate and identify characteristics of the seas surrounding the UK</p>	<p>Identify where counties are within the UK & key topographical features</p> <p>Name & locate the cities of the UK</p>	<p>Recognise the difference shapes of continents</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK</p> <p>Identify where countries are within Europe; including Russia</p> <p>Recognise that people have differing quality of</p>	<p>Identify & describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>Recognise the different shapes of countries</p> <p>Identify the physical characteristics & key topographical features of the countries within South America</p>	<p>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.</p>

				<p>life living in different locations & environments</p> <p>Know how the locality is set within a wider geographical context</p>	<p>Know about the wider context of places e.g. county, region and country</p> <p>Know & describe where a variety of places are in relation to physical & human features</p> <p>Know location of capital cities of countries of British Isles and the UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent.</p>	<p>Name & locate counties and cities of the UK, geographical regions and their identifying human & 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</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and</p>
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						Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary	Key Vocabulary
School Car Bus Walk Bike Train	Local places Thornaby Stockton Yarm Darlington Middlesbrough Transport George Stephenson Journey	Capital cities Pacific Atlantic Indian Arctic Southern Asia, Africa North America South America Europe Australia Antarctica	Human Physical Hills Mountains County Towns Cities United Kingdom Great Britain Northern Ireland	Continents United Kingdom Europe Locality Cities Region County Country	South America Greenwich Meridian Time zones European Union Population Hemisphere Equator Human and physical characteristics Counties Countries Continents	Europe North America South America Greenwich Meridian Hemisphere Equator Tropic of Cancer Tropic of Capricorn Human and physical characteristics Latitude Longitude Counties Countries Cities

<p>School House Shops Park Pond Path Road</p>	<p>Environment Local Areas: Thornaby Stockton Yarm Darlington Middlesbrough Transport George Stephenson Journey</p>	<p>Weather, climate, compare, similarities, differences, daily routine, equator, North and South Pole, sea, ocean, soil, vegetation, weather, village, farm, port, harbour, shop</p>	<p>sketch map, buildings, local area, grid reference, housing, urban, rural, weather, weather forecast, weather conditions, temperate, tropical, arctic, climate, Europe, population, famous landmarks and capital cities</p>	<p>Transport links, housing, human and physical features, locality, region, country , coast, moorland</p>	<p>South America, continent, country, climate, tropical climate, equator, topics, weather, mountains, rivers, population, human and physical features.</p>	<p>America, continent, country, climate, equator, longitude, latitude, topics, weather, mountains, rivers, population, human and physical features.</p>
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