



Holy Trinity CE (VA) Primary School

'Aim High, Let Your Light Shine' - Matthew 5:16

Curriculum Overview – Geography

(National Curriculum)

GEOGRAPHY

INTENT

- The individual talents and abilities of pupils will be promoted to ensure that each child fulfils his or her full potential
- To provide opportunities to allow for cross curricular learning linked with their Geography and History topic as well as a diverse curriculum
- Foster a “hands on” active approach which sparks children’s and teacher’s enthusiasm and interest, and deepens their understanding
- Begin to plan and allow for experience days every half term / topic to assess prior knowledge and engage children. Geography topics are built upon each year allowing children to transfer their skills and build on knowledge to ensure a deeper understanding
- Vocabulary is to be the core of the teaching of Geography and History and should be transferred and applied as children move up the years
- Ensure children have access to a wide range of good quality resources and teachers have secure subject knowledge
- Teaching will foster children’s natural curiosity about the world, and inspire curiosity and fascination about the world’s people, places, resources and environments
- Thorough the Geography Curriculum children will learn about the Earth’s key physical and human geography whilst deepening their understanding of the interaction between physical and human geography and the impacts and comparisons
- Whilst teaching the Geography curriculum, strong links will be made to the Environment and the challenges we face protecting it in this modern age
- To provide children with opportunities to investigate and make enquiries about their local area of Waltham Cross so that they can develop of real sense of who they are, their heritage and what makes our local area unique and special as well as comparing a variety of different locations across the world
- To develop in children, the skills of interpreting a range of sources of geographical information, including maps, atlases, globes, aerial photographs, compasses and Geographical Information Systems (GIS)

GEOGRAPHY

EYFS

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Similarities and differences between different religious and cultural communities in this country
- 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
- Explore the natural world around them, making observations and drawing pictures of animals and plants

Place and locational knowledge

Year 1

Year 2

Year 3

Year 4

Year 5

**Year
6**

<ul style="list-style-type: none"> • Name and locate local town and own country • 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 • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small 	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Name and locate the world's continents and five oceans • Compare the UK with a contrasting country in the world and a local city/town in the UK with a contrasting city/town in a different country • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small 	<ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics, countries and major cities • Identify the position and significance of the Equator • Explore similarities and differences, comparing the human geography of a region of the UK and a region of Europe • Explore similarities and differences comparing the physical geography of a region of the UK and a region of Europe 	<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, identifying human and physical characteristics, key topographical features including hills, mountains, rivers and land-use patterns; showing change over time • Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and North America 	<ul style="list-style-type: none"> • Use maps to locate the world's countries with a focus of Northern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom and identifying their physical characteristics, key topographical features and land-use patterns, showing change over time • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the 	<ul style="list-style-type: none"> • Use maps to locate the world's countries with a focus on Africa and Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime / Greenwich Meridian and time zones • Understand geographical similarities and
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<p>area in a contrasting non-European country (Africa)</p>	<p>area in a contrasting non-European country</p>			<p>Prime / Greenwich Meridian and tie zones (including day and night)</p> <ul style="list-style-type: none">• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, Scandinavia and South America	<p>differences through the study of human and physical geography of a region of the United Kingdom, Europe and Africa</p>
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Progression of skills: GEOGRAPHY

Human and physical geography

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK 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: <ul style="list-style-type: none"> → key physical features, including beach, coast, forest, hill, ocean, river, season and weather, vegetation, soil, sea → key human features, including: city, 	<ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK 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: <ul style="list-style-type: none"> → key physical features, including beach, coast, valley, mountain, cliff, forest, hill, ocean, river, season and weather, vegetation, soil, sea → key human features, including: city, town, village, 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> → Physical geography, including: volcanoes, tornadoes, tsunamis, earthquakes and understand how some of these aspects have changed over time → Human geography, including: the distribution of natural resources including energy and minerals 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> → Physical geography, including: rivers, mountains, water cycle, biomes and vegetation belts → Human geography including: types of settlement and land use, economic activity and distribution of natural resources including water Explore the effect humans 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> → Physical geography, including: climate zones and biomes and vegetation belts → Human geography, including: economic activity including trade links and the distribution of natural resources including food 	<ul style="list-style-type: none"> Describe and understand key aspects of: <ul style="list-style-type: none"> → physical geography, including: mountains, biomes and vegetation belts, rivers → Human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy and water

town, village, factory, farm, house, office, port, harbour and shop	factory, farm, house, office, port, harbour and shop		can have on the environment		
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Progression of skills: GEOGRAPHY

Geographical skills and fieldwork

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage • Use locational and directional language and describe the location of features and routes on maps • Use aerial photographs to recognise landmarks and basic human and physical features and devise a simple map • use simple fieldwork and observational skills to study the geography of their 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage • 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 compass directions and locational and directional language to describe the location of features and routes on a map 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the four points of a compass, symbols and keys to build their knowledge of the United Kingdom and Europe • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps and plans and graphs 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Begin to use the eight points of a compass, symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> • 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 grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<ul style="list-style-type: none"> • 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, measure, record and present the human and physical features in the local area using a range of methods,

school, its grounds
and local area and
the key human and
physical features of
its surrounding
environment

including sketch
maps, plans and
graphs and digital
technologies

Presenting, organising and communicating geographically

KS1	LKS2	UKS2
<p>Pupils should use a wide vocabulary of everyday geographical terms.</p> <p>Children can:</p> <ul style="list-style-type: none">• Show an understanding of geographical terms and vocabulary in written work and orally.• Talk, write and draw about things from the past• Use geographical vocabulary relating to human and physical geography verbally, through written work and drawings.• Demonstrate geographical skills verbally, through written work and drawings• Use drama and role play to communicate their Geographical knowledge.	<p>Pupils should develop the appropriate use of geographical terms.</p> <p>Children can:</p> <ul style="list-style-type: none">• Use and understand appropriate geographical vocabulary to communicate information.• Present, communicate and organise ideas of human and physical features, fieldwork and geographical, locational and place knowledge using: →graphs, models, drama, role play, debates presentations and different genres of writing, for example, poems, diaries, recounts, posters, guides, newspaper articles, information, comparison and conclusions.• Start to present ideas based on their own research verbally and through written work.	<p>Pupils should develop the appropriate use of geographical terms</p> <p>Children can:</p> <ul style="list-style-type: none">• Know and show a good understanding of geographical vocabulary.• Present, communicate and organise idea ideas of human and physical features, fieldwork and geographical, locational and place knowledge using: → detailed discussions and debates on impacts, positives and negatives and different genres of writing, for example, charts, graphs, postcards, persuasions, explanations, discussions, reports, recounts, information, letters, posters, comparisons and conclusions.• Plan and present a self-directed project or research linked to year group skills and knowledge.