



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 and History 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
- 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)

Progression of skills: GEOGRAPHY

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. • Observe and describe the human and physical geography of a small area of the United Kingdom. 	<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 seven 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. 	<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; • 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 including hills, mountains, rivers and seas, and how a place has changed (Rivers, Seas and Mountains & The Rainforest). • identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle (Rivers, Seas and Mountains & The Rainforest). 	<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 features, including mountains, and rivers, and land-use patterns; showing change over time. • identify the position and significance of 	<ul style="list-style-type: none"> • use maps to locate the world's countries with a focus on Eastern Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map. • understand geographical
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				<p>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map and time zones (including day and night).</p> <ul style="list-style-type: none">• understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and Scandinavia and South America;• understand geographical similarities and differences through the study of physical geography of a	<p>similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe.</p> <ul style="list-style-type: none">• understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe.
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region of the
United Kingdom
and Scandinavia
and South
America.

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/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 physical features of their school and its grounds and of the surrounding environment (local area). 	<ul style="list-style-type: none"> Identify seasonal/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 key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather). and human features (inc city, town, village, factory, farm, 	<ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: volcanoes, tornadoes, tsunamis, earthquakes and understand how some of these aspects have changed over time. Human geography, including: types of settlement and land use 	<ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: coasts, rivers, climate zones, water cycle, biomes and vegetation belts Explore the effect humans can have on the 	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: biomes and vegetation belts 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. 	<ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: biomes and vegetation belts. 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.

house, office, port,
harbour, shop) of a
contrasting non-
European country.

environmen
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- Types of
- settleme
nts and
land use.

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; - The World Around Me • Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps. • Use photographs to recognise landmarks and basic human and physical features and 	<ul style="list-style-type: none"> • use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;- Around the World & Coasts and Oceans (UK and not UK) • 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 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and Europe. • use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies. 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features. <ul style="list-style-type: none"> ○ • use the eight points of a compass, four 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, 	<ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • 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,

<p>devise a simple map; and use and construct basic symbols in a key; - The World Around Me (Local Area)</p> <ul style="list-style-type: none"> • 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; The World around Me (Local Area) 	<p>directional to describe the location of features and routes on a map;- Coasts & Oceans</p> <ul style="list-style-type: none"> • 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; London and Waltham Cross & Coasts and Oceans 		<p>the wider world.</p>	<p>measure, record and present human features using a range of methods, including sketch maps, plans and graphs.</p>	<p>record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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