

## Geography Curriculum – Westwood with Iford Primary

| Locational Knowledge  |   |  |  |  |  |   |
|---|---|--|--|--|--|---|
| EYFS  | Year 1  | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
| Talk about local village and locations of where the children live.                                  | Name and locate world's 7 continents and 5 oceans.  | Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas.                                     | Locate world's countries, using a map to focus on Europe, North and South America (concentrating on the environment and key human and physical features, countries and major cities).  | Name and locate counties, cities, regions and features of UK and their human and physical characteristics (topographical features: hills, mountains, coasts and rivers) and land use patterns.<br><br>Understand how some of these have changed over time.<br><br>Understand latitude, longitude, Equator, hemispheres, tropics, Arctic and Antarctic circle and time zones. | Name and locate world's countries in Europe and North America. Concentrate on key physical and human characteristics, countries and major cities.<br><br>Compare the local area to another region of the UK: urban and rural.<br><br>Locate and name the main countries and cities in England.<br><br>Compare land use maps of UK from past and present.<br><br>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science e.g. time zone, night and day. | Name and locate world's countries in Europe and North and South America. Concentrate on key physical and human characteristics, countries and major cities.<br><br>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science e.g. time zone, night and day. |
| Place Knowledge   |   |  |  |  |  |   |
| EYFS  | Year 1  | Year 2   | Year 3   | Year 4   | Year 5   | Year 6  |
| Explain some similarities and differences between life in this country and life in other countries. | Understand geographical similarities and differences through the study of places linked to other topic areas. | Compare and understand geographical similarities and differences through studying the human and physical geography of the local area with a non- European country. | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region of a European country.<br><br>Understand geographical similarities and differences through the study of place linked to different topic areas. | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and other countries.<br><br>Understand geographical similarities and differences through the study of place linked to different topic areas.  | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a country outside the UK.   | Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a country in South America. Understand latitude, longitude, Equator, hemispheres, tropics, Arctic and Antarctic circle and time zones.   |

| Human and Physical Skills                                     |  |  |  |   |  |   |
|---|--|--|--|---|--|---|
| EYFS  | Year 1   | Year 2   | Year 3   | Year 4  | Year 5   | Year 6  |
| Identify the changing seasons and different types of weather. | Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold countries in relation to the equator and the North and South Poles.<br><br>Describe key physical features using the topic vocabulary below.<br><br>Describe key human features using the topic vocabulary below. | Identify seasonal and daily weather patterns in the United Kingdom.<br><br>Describe key physical features using the topic vocabulary below.<br><br>Describe key human features using the topic vocabulary below.   | Describe and understand key aspects of human and physical geography: volcanoes and earthquakes.<br><br>Describe and understand key aspects of human geography, including trade links and distribution. | Describe and understand key aspects of physical geography, including water cycle (rivers).<br><br>Describe and understand key aspects of human geography, including trade links and distribution.   | Describe and understand key aspects of physical geography. Climate zones, biomes, vegetation belts, mountains and earthquake, coasts.<br><br>Describe and understand key aspects of human geography, including the distribution of natural resources.  | Describe and understand key aspects of physical geography. Climate zones, biomes, vegetation belts, mountains and earthquake, coasts.<br><br>Describe and understand key aspects of human geography, including the distribution of natural resources.   |
| Geographical Skills and Fieldwork                             |  |  |  |   |  |   |
| EYFS  | Year 1   | Year 2   | Year 3   | Year 4  | Year 5   | Year 6  |
| Draw information from a simple map.                           | Use world maps, atlases and globes to identify countries, continents and oceans studied.<br><br>Use 4 compass directions and simple directional vocabulary.  | Use aerial photographs and models to recognise and create landmarks and basic human features.<br><br>Devise maps. Use and construct basic symbols in a key.<br><br>Use simple fieldwork and observational skills to study the geography of the school/ local area. | Use 8 points of a compass, symbols and keys.<br><br>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.  | Use 4 and 6 figure grid references on OS maps to build their knowledge of UK and wider world.<br><br>Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied.<br><br>Use 8 points of a compass, symbols and keys.<br><br>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 (computer mapping). | Use 4 and 6 figure grid references on OS maps to build their knowledge of UK and wider world.<br><br>Use 8 points of a compass, symbols and keys.<br><br>Use maps, atlases, globes and digital computer mapping (Google Earth and Digimap) to locate countries and describe features studied.<br><br>Expand map skills to include non-UK countries (North America).<br><br>Use fieldwork to observe, measure and record human and physical features in the local area using a range of measures. | Use 4 and 6 figure grid references on OS maps to build their knowledge of UK and wider world.<br><br>Use 8 points of a compass, symbols and keys. Extend to using 16 point compass to give direction.<br><br>Use maps, atlases, globes and digital computer mapping (Google Earth and Digimap) to locate countries and describe features studied.<br><br>Expand map skills to include non-UK countries (South America). |

**Vocabulary**

| EYFS   | Year 1  | Year 2   | Year 3  | Year 4                              | Year 5  | Year 6  |
|--|---|--|---|-------------------------------------|---|---|
| <p>Village, road, house, shop, church, park, garage, village hall, river.</p> <p>Hot, cold, snowy, desert, jungle, arctic, mountains, sea, ocean, island.</p> <p>Sun, snow, rain, cloud, thunder, lightening, Spring, Summer, Autumn, Winter.</p> <p>Compass, map, follow, direction. X marks the spot.</p>  | <p>Physical Features: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. North and South Pole Equator.</p> <p>Human Features: City, town, village, factory, farm, house, office, port, harbour, and shop.</p> <p>Overarching vocabulary: weather, atlas, map, human, physical.</p> | <p>Physical Features: Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. North and South Pole Equator.</p> <p>Human Features: City, town, village, factory, farm, house, office, port, harbour, and shop.</p> <p>Overarching vocabulary: globe, compass, aerial photograph, weather, atlas, map, human, physical, north, south, east, west.</p> <p>Places: England, London, Wales, Cardiff, Scotland, Edinburgh, Northern Ireland, Belfast, United Kingdom, Great Britain, North Sea Irish Sea.</p> | <p>Physical Features: Volcanoes</p> <p>Human features: Types of settlement, and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Overarching vocabulary: Climate, fieldwork, hemisphere, compass, land use</p> | <p>Rivers, and the water cycle.</p> | <p>Physical: biome, Tropic of Cancer, Tropic of Capricorn, equator, hemisphere.</p> | <p>Climate zones, biomes, mountains and earthquakes</p> <p>Human features: urban, rural, sustainable, renewable</p> |
| <p style="text-align: center;">Key Stage Two - the vocabulary applies to more than one year group</p> <p>Location: latitude, longitude (Y3), Equator, Northern Hemisphere, Southern Hemisphere (Y4), the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Europe - and countries within it (including the location of Russia) North and South America, Counties and cities in the UK. Key vocabulary linked to the features of these places- e.g coal industry</p> <p>Key topographical features hills, mountains, coasts and rivers ( Y4) and associated vocabulary E.G. estuary cliff meander ox-bow lake</p> <p>Physical geography: climate zones, biomes, vegetation belts, rivers, mountains, volcanoes ( Y3) and earthquakes (Y6), water cycle (Y4)</p> <p>Human geography :types of settlement and land use E.G. town,hamlet,village</p> <p>Economic activity : trade links, distribution of natural resources including energy, food, minerals and water (Y5)</p> <p>Geographical skills and fieldwork: sketch map digital technology grid lines 4 and 6 figure grid reference eight points of the compass</p> <p>The above list covers key vocabulary. However,each topic will need to include subject specific vocabulary. This is not listed here as topics such as chosen place to study may take a different slant from year to year, depending on the 'Big Question'.</p> |   |  |   |                                     |   |   |

**Progression of Skills**

Assessment: Locational Knowledge and Enquiry Skills

| EYFS | Year 1  | Year 2  | Year 3  | Year 4   | Year 5   | Year 6  |
|------|---|---|---|--|--|---|
|      | <p>Use simple geographical vocabulary to describe features or location e.g. hill, I Consider geographical questions e.g. what is it like to live in this place? Express own views about a place, people, environment recognise how places have become the way they are e.g. shops Observe and record e.g. identify buildings on a street Communicate in different ways e.g. pictures, pictograms simple maps, sketches, labelled diagrams</p> | <p>Describe key features of a place, using words like, beach Consider geographical questions –Where is this place? What is it like? How has it changed? Express own views and preferences about a place, people, environment, location and give detailed reasons Recognise how places have become the way they are e.g. shops Observe and record in different ways eg. sketches, diagrams, ICT, Use compass directions (N, S, E, W) to describe locations</p> | <p>Describe route and direction using 8 compass points e.g. N, S, E, W, NW, NE, SW, SE Use correct geographical words to describe a place and the things that happen there Use technical and geological vocabulary to describe physical processes Ask geographical questions: where is this location? What do you think about it? Analyse evidence and draw conclusions Identify and explain different views of people including themselves Collect and record evidence: e.g. construct questionnaire, field sketch, brainstorm words about a place, e-learning, atlases explanations for the locations for some of these features Name and locate vegetation belts across the UK, explaining how some of these have changed over time.</p> | <p>Describe route and direction linking N/S/E/W with degrees on the compass Use 4 and 6 figure grid references Link words to topic e.g. contour, height, valley Ask questions –what is this landscape like? what will it be like in the future? Analyse evidence and draw conclusions e.g. make comparisons between locations using photos, pictures and maps Identify and explain different views of people including themselves Collect and record evidence: show questionnaire results in simple chart or colour coded maps which demonstrate patterns Communicate in ways appropriate to task and audience Carry out research to discover features of cities and villages people living there .Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism Compare and contrast how areas of the world have capitalised on their physical and human features Link words to theme e.g. river – erosion,</p> | <p>Describe route , direction and location, linking 8 points of compass to degrees on compass Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations and its influence on people Identify and explain different views of people including themselves Design and use questionnaires to obtain views of community on subject Collect and record evidence Conduct a land use survey Communicate in ways appropriate to task and audience e.g. persuasive writing – present information on map overlays to show levels of information e.g. old/new Plan a journey to a place in another part of the world, taking account of distance and time</p> | <p>Describe route, direction, location linking 16 points on compass to degrees on compass Link words to theme e.g. settlement, urban, Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use and temperature. Look for patterns and explain reasons behind them Identify and explain different views of people including themselves and justify in detail Communicate in ways appropriate to task and audience Give an extended description of the human features of different places around the world Describe how some places are similar and others are different in relation to their physical features</p> |

Assessment: Map Work

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------|--------|--------|--------|--------|--------|--------|
|------|--------|--------|--------|--------|--------|--------|

|                       |  |   |   |   |  |  |
|-----------------------|--|---|---|---|--|--|
|                       | <p>Make simple maps and plans<br/>Explore maps of the local area<br/>Draw a simple picture map (could be from a story) and label particular features<br/>Locate the four countries of the United Kingdom on a map<br/>Locate hot and cold areas of the world on a map</p>  | <p>count traffic and offer an explanation as to why the flow changes at different times)<br/>Compare two settlements using globes, maps, plans (at a range of scales) Use contents/index to locate a country and draw information from a map Draw simple maps or plans using symbols for a key Locate the equator and North and South Poles and explain how the weather affects these areas</p> | <p>Draw maps more accurately plan view (from above) and use a key accurately Use maps and atlases appropriately by using contents and indexes Use some basic OS map symbols</p>   | <p>Draw an accurate map – develop more complex key use contents/index to locate position of location including page/coordinates Locate the Tropic of Cancer and the Tropic of Capricorn Name up to six cities in the UK and locate them on a map Locate and name some of the main islands that surround the UK</p>    | <p>Name and locate many of the world’s major rivers on maps Name and locate many of the world’s most famous mountain regions on maps Locate the USA and Canada on a world map and atlas Locate and name the main countries in South America on a world map and atlas</p> | <p>locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc. use OS maps to answer questions recognise key symbols used on Ordnance Survey maps identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles use eight points on a co</p> |
| Assessment: Fieldwork |  |   |   |   |  |  |
| EYFS                  | Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6   |
|                       | <p>Use simple field sketches use a camera Keep a weather chart and answer questions about the weather Use maps, pictures and stories to find out about different places Collect data during fieldwork such as the number of trees/houses Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above</p> | <p>Use simple field sketches and diagrams, use a camera Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features Collect and organise simple data from first and second hand sources including fieldwork Explain simple patterns and offer an explanation (e.g.</p>   | <p>Draw and use more detailed field sketches and diagrams, using symbols for a key Observe, measure and record the human features in the local area responding to a range of geographical questions Locate appropriate information, needed for a task, from a source material</p> | <p>Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.) Suggest which source material to use for a specific task, locating the information needed Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestions</p> | <p>Field sketches should show understanding of pattern, movement and change Draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc</p>                                   | <p>Field sketches should show understanding of pattern, movement and change Use maps, aerial photos, plans and web resources to describe what a locality might be like</p>   |