

**As a school, we have set our curriculum intent with our children at the centre.**

**Our curriculum is designed to achieve strong outcomes, positive mental and physical health, resilience and identity: reflecting our vision of ‘life in all its fullness**

**Our geography curriculum is based on the following principles:**

* Ensuring that children have a deep-rooted understanding of their local area which is then broadened to understand their sense of place within the wider world.
* An acknowledgement that children need to revisit and systematically build on their locational knowledge year on year. This recognises the fact that for many of our children, school is the main source of this knowledge. To ensure that children retain and build on their locational knowledge, all year groups will review the locational knowledge required for that year and all preceding years at the start of **ALL** learning linked to Geography
* **Year 1**: I know the names of the four countries in the United Kingdom and name them on a map; I point to the Equator, North and South Pole on an atlas and globe.
* **Year 2:** I name the continents of the world and locate them in a map; I name the world’s oceans and name them on a map; I name the capital cities of England, Scotland and Northern Ireland.
* **Year 3**: I know the names of a number of countries in the Northern Hemisphere; I now the capital city of at least six European countries; I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map.
* **Year 4**: I know how to find at least six cities in the UK on a map; I know the difference between the British Isles, Great Britain and the United Kingdom
* **Year 5**: I know, name and locate the capital cities of neighbouring European countries; I know about, name and locate many of the world most famous mountainous regions; I name and locate many of the world’s most famous rivers.
* **Year 6**: I name the largest deserts in the world and locate desert regions in an atlas.

This document shows the coverage and progression of skills for Geography at Bishops Lydeard Church School.

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|  | **Year 1/2** | | | **Year 3/4** | | **Year 5/6** | |
|  | * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage * Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map   • 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 fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment | | | 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, including sketch maps, plans and graphs, and digital technologies. | | | |
| **Suggested focussed enquiries/topics** | Where in the World are We? | Who is the Greatest Explorer? | What makes Africa Amazing? | Why is our World Amazing? | How Green is our planet? | | How was our World Formed? |

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| **Year 1/2**  **Year A** | **Year 1/2**  **Year A** | **Year 1/2**  **Year A** |
| Term 1/2 | Term 3/4 | Term 5/6 |
| Name and locate the world’s seven continents and five oceans. | History objectives | Science objectives |
| Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. |  |  |
| and its surrounding seas. |  |  |
| Identify seasonal and daily weather patterns in the United Kingdom |  |  |
| Identify 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, including –beach, cliff, coast, sea, ocean, river |  |  |
| Mountain, forest, hill |  |  |
| Soil, valley, vegetation |  |  |
| Season and weather |  |  |
| Use basic geographical vocabulary to refer to key human features, including- city, town and village, factory, farm, house, office and shop, port and harbour. |  |  |
| Use world maps, atlases and globes to identify the United Kingdom and its countries. |  |  |
| Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. |  |  |
| Use simple compass directions (North, South, East and West ) and locational and directional language (for example, near and far, left and right to describe the location of features and routes on a map. |  |  |
| 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 fieldwork and observational skills to study the geography of their school and its grounds and the key human features of its surrounding environment. Key physical features of its surrounding environment. |  |  |
| **Year 1/2**  **Year B** | **Year 1/2**  **Year B** | **Year 1/2**  **Year B** |
| Term 1/2 | Term 3/4 | Term 5/6 |
|  |  | 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. |
|  |  | Identify seasonal and daily weather patterns in the United Kingdom |
|  |  | Identify 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, including –beach, cliff, coast, sea, ocean, river |
|  |  | Mountain, forest, hill |
|  |  | Soil, valley, vegetation |
|  |  | Season and weather |
|  |  | Use basic geographical vocabulary to refer to key human features, including- city, town and village, factory, farm, house, office and shop, port and harbour. |
|  |  | Use world maps, atlases and globes to identify the United Kingdom and its countries. |
|  |  | Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. |

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| **Year 3/4**  **Year A** | **Year 3/4**  **Year A** | **Year 3/4**  **Year A** | | |
| Term 1/2 | Term 3/4 | Term 5/6 | | |
| Science objectives | History Objectives | Geography objectives | | |
|  |  | develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes | | |
|  |  | understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time | | |
|  |  | are competent in the geographical skills needed to:  -collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes | | |
|  |  | -interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) | | |
|  |  | -communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | | |
|  |  | Describe and understand key aspects of physical geography | | |
|  |  | understand geographical similarities and differences through the study of human and physical geography | | |
|  |  | Of a region within North or South America | | |
|  |  | Describe and understand key aspects of physical geography | | |
|  |  | Climate zones, rivers and the water cycle | | |
|  |  | Biomes and vegetation belts | | |
|  |  | Types of settlement and land use | | |
|  |  | Economic activity including trade links | | |
|  |  | The distribution of natural resources including energy, food, minerals and water | | |
|  |  | Use maps to focus on Europe (locate Russia), North and South America  -Their environmental regions | | |
| **Year 3/4**  **Year B** | | | **Year 3/4**  **Year B** | **Year 3/4**  **Year B** |
| Term 1/2 | | | Term 3/4 | Term 5/6 |
| develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes | | | History objectives | History |
| understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time | | |  |  |
| are competent in the geographical skills needed to:  -collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes | | |  |  |
| -interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) | | |  |  |
| Locate the world’s countries | | |  |  |
| Use maps to focus on Europe (locate Russia), North and South America  -Their environmental regions | | |  |  |
| Their key physical and human characteristics | | |  |  |
| Their countries & major cities | | |  |  |
| Name and locate counties and cities of the United Kingdom (seen in years 1/2 cycle A Terms one and two and years 1/2 in cycle B terms 5 and 6) | | |  |  |
| It’s geographical regions and their identifying human and physical characteristics | | |  |  |
| It’s key topographical features (including hills, mountains, coasts and rivers) | | |  |  |
| It’s land-use patterns | | |  |  |
| understand how some of these aspects have changed over time | | |  |  |
| Identify position & significance of *Equator, Northern/Southern Hemispheres, Arctic/ Antarctic Circles (*seen in years 1/2 cycle A Terms one and two | | |  |  |
| Identify position & significance of *Latitude, Longitude, Tropics of Cancer/ Capricorn, Prime/ Greenwich Meridian & time zones (incl night/day)* | | |  |  |
| understand geographical similarities and differences through the study of human and physical geography | | |  |  |
| Of a region of the United Kingdom | | |  |  |
| Of a region in a European country | | |  |  |
| Describe and understand key aspects of physical geography | | |  |  |
| use maps, atlases and globes to locate countries and describe features | | |  |  |
| use digital/computer mapping to locate countries and describe features studied | | |  |  |

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| **Year 5/6**  **Year A** | | | | | | | | | | **Year 5/6**  **Year A** | | **Year 5/6**  **Year A** | | |
| Term 1/2 | | | | | | | | | | Term 3/4 | | Term 5/6 | | |
| understand geographical similarities and differences through the study of human and physical geography | | | | | | | | | | Science objectives | | History objectives | | |
| Of a region in a European country | | | | | | | | | |  | |  | | |
| use digital/computer mapping to locate countries and describe features studied | | | | | | | | | |  | |  | | |
| To build their knowledge of the United Kingdom and the wider world use:  - the eight points of a compass, | | | | | | | | | |  | |  | | |
| four and six-figure grid references, | | | | | | | | | |  | |  | | |
| -symbols and key (including the use of Ordnance Survey maps) | | | | | | | | | |  | |  | | |
| use fieldwork to observe, measure, record and present the human features in the local area | | | | | | | | | |  | |  | | |
| use fieldwork to observe, measure, record and present the physical features in the local area | | | | | | | | | |  | |  | | |
| using a range of methods, including:  -sketch maps | | | | | | | | | |  | |  | | |
| -plans and graphs | | | | | | | | | |  | |  | | |
| - digital technologies (Aerial photos and GIS) | | | | | | | | | |  | |  | | |
| **Year 5/6**  **Year B** | | | **Year 5/6**  **Year B** | | | | | | | | **Year 5/6**  **Year B** | | | |
| Term 1/2 | | | Term 3/4 | | | | | | | | Term 5/6 | | | |
| History | | | develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes | | | | | | | | History | | | |
|  | | | understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time | | | | | | | |  | | | |
|  | | | are competent in the geographical skills needed to:  -collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes | | | | | | | |  | | | |
|  | | | -interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) | | | | | | | |  | | | |
|  | | | -communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. | | | | | | | |  | | | |
|  | | | develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes | | | | | | | |  | | | |
|  | | | Describe and understand key aspects of physical geography | | | | | | | |  | | | |
|  | | | Climate zones, rivers and the water cycle | | | | | | | |  | | | |
|  | | | Mountains, volcanoes and earthquakes | | | | | | | |  | | | |
|  | | | Describe and understand key aspects of human geography | | | | | | | |  | | | |
|  | | | Science objectives as well for evolution/habitats | | | | | | | |  | | | |
|  |  | **Year 1** | | **Year 2** | | **Year 3** | **Year 4** | | **Year 5** | | | | **Year 6** | |
| **Geographical skills and fieldwork** | With support: Gather information  Use basic observational skills Carry out a small survey of the local area/school Draw simple features Ask and respond to basic geographical questions Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey  Sketching  Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features  Audio/Visual  Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen | | | With more independence: Gather information  Use basic observational skills Carry out a small survey of the local area/school Draw simple features Ask and respond to basic geographical questions Ask a familiar person prepared questions Use a pro-forma to collect data e.g. tally survey  Sketching  Create plans and raw simple features in their familiar environment Add labels onto a sketch map, map or photograph of features  Audio/Visual  Recognise a photo or a video as a record of what has been seen or heard Use a camera in the field to help to record what is seen | | Gather information  Ask geographical questions.Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology  Sketching  Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction  Audio/Visual  Select views to photograph Add titles and labels giving date and location information Consider how photo’s provide useful evidence use a camera independently Locate position of a photo on a map | In greater depth: Gather information  Ask geographical questions. Use a simple database to present findings from fieldwork Record findings from fieldtrips Use a database to present findings Use appropriate terminology  Sketching  Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction  Audio/Visual  Select views to photograph Add titles and labels giving date and location information Consider how photo’s provide useful evidence use a camera independently Locate position of a photo on a map | | Gather information  Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements  Sketching  Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns  Audio/Visual  Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images | | | | Gather information  Select appropriate methods for data collection such as interviews, Use a database to interrogate/amend information collected, Use graphs to display data collected Evaluate the quality of evidence collected and suggest improvements  Sketching  Evaluate their sketch against set criteria and improve it Use sketches as evidence in an investigation. select field sketching from a variety of techniques Annotate sketches to describe and explain geographical processes and patterns  Audio/Visual  Make a judgement about the best angle or viewpoint when taking an image or completing a sketch Use photographic evidence in their investigations Evaluate the usefulness of the images | |
| **Map Skills** | Using maps  Use a simple picture map to move around the school Use relative vocabulary such as bigger, smaller, like, dislike Use directional language such as near and far, up and down, left and right, forwards and backwards  Map knowledge  Use world maps to identify the UK in its position in the world. Use maps to locate the four countries and capital cities of UK and its surrounding seas  Making maps  Draw basic maps, including appropriate symbols and pictures to represent places or features Use photographs and maps to identify features | | | | Using maps  Follow a route on a map Use simple compass directions (North, South, East, West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  Map knowledge Locate and name on a world map and globe the seven continents and five oceans. Locate on a globe and world map the hot and cold areas of the world including the Equator and the North and South Poles  Making maps  Draw or make a map of real or imaginary places (e.g. add detail to a sketch map from aerial photograph) Use and construct basic symbols in a key | Using maps  Follow a route on a map with some accuracy Locate places using a range of maps including OS & digital Begin to match boundaries (e.g. find same boundary of a country on different scale maps) Use 4 figure compasses, and letter/number co-ordinates to identify features on a map.  Map knowledge  Locate the UK on a variety of different scale maps Name & locate the counties and cities of the UK  Making maps  Try to make a map of a short route experiences, with features in current order Create a simple scale drawing Use standard symbols, and understand the importance of a key | | Using maps  Follow a route on a large scale map Locate places on a range of maps (variety of scales) Identify features on an aerial photograph, digital or computer map Begin to use 8 figure compass and four figure grid references to identify features on a map.  Map knowledge  Locate Europe on a large scale map or globe, Name and locate countries in Europe (including Russia) and their capitals cities  Making maps  Recognise and use OS map symbols, including completion of a key and understanding why it is important Draw a sketch map from a high viewpoint | | | Using maps  Compare maps with aerial photographs Select a map for a specific purpose Begin to use atlases to find out other information (e.g. temperature) Find and recognise places on maps of different scales Use 8 figure compasses, begin to use 6 figure grid references.  Map knowledge  Locate the world’s countries, focus on North & South America Identify the position and significance of lines of longitude & latitude  Making maps  Draw a variety of thematic maps based on their own data Draw a sketch map using symbols and a key, Use and recognise OS map symbols regularly | | | Using maps  Follow a short route on a OS map Describe the features shown on an OS map Use atlases to find out data about other places Use 8 figure compass and 6 figure grid reference accurately Use lines of longitude and latitude on maps  Map knowledge Locate the world’s countries on a variety of maps, including the areas studied throughout the Key Stages  Making maps  Draw plans of increasing complexity Begin to use and recognise atlas symbols |
| **Locational Knowledge** | * 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 | | | | | • 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  • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and 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  • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night) | | | | | | | | |
| **Place Knowledge** | * understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country | | | | | * understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America | | | | | | | | |
| **Human and Physical knowledge** | Identify seasonal and daily weather patterns in the United Kingdom 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  ◊ key human features, inc. city, town, village, factory, farm, house, office, port, harbour, shop | | | | | describe and understand key aspects of:  ◊ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  ◊ 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 | | | | | | | | |