

GEOGRAPHY Curriculum Intent

Children at Woodside will know how to utilise fieldwork, use effective analytical and presentation techniques, as well as having a good understanding of place and the impact of humans on their environment. They will be given opportunities to express well balanced opinions on contemporary and global issues using geographical vocabulary. These skills will provide an understanding of the child's place within our world.

GEOGRAPHY National Curriculum

EYFS - ELG	<p>Understanding the World – The World Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Understanding the World – People and Communities Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>
Key Stage 1	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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.
Key Stage 2	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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) <p>Place knowledge</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, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <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, including sketch maps, plans and graphs, and digital technologies.

Woodside Primary School – GEOGRAPHY –Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Understanding the World: The World</p> <p>DM 30-50 months</p> <p>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</p> <p>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</p> <p>Talks about why things happen and how things work.</p> <p>Developing an understanding of growth, decay and changes over time.</p> <p>Shows care and concern for living things and the environment.</p>	<p>To identify the UK.</p> <p>To name, locate and identify the characteristics of the 4 countries of the UK including their capital cities.</p>	<p>To understand that a world map shows all the countries in the world.</p> <p>To locate hot and cold areas of the world in relation to the equator and the poles.</p> <p>To name and locate seven continents and five oceans, understanding these terms.</p>	<p>To use an atlas by using an index to find places</p> <p>To begin to use grid references on a map</p> <p>To name and locate the Equator, Tropics of Cancer and Capricorn</p> <p>To name and locate some famous rivers</p>	<p>To use maps, atlases, globes and digital mapping to locate countries of the world including capital cities and landmarks.</p> <p>To name and locate northern and southern hemispheres, Arctic and Antarctic Circle</p> <p>To name a number of countries in the northern hemisphere</p> <p>To name and locate the capital cities of neighbouring European countries</p> <p>To find at least six cities on a UK map</p> <p>To name and locate some of the main islands that surround the UK</p> <p>To name and locate some famous volcanoes and mountains.</p>	<p>To locate the largest desert in the world and locate desert regions in an atlas</p> <p>To name and locate many famous rivers using an atlas.</p> <p>To name and locate many of the world's famous mountainous regions in an atlas</p>	<p>To locate countries across most continents – including countries that are important to trade.</p> <p>To identify and name Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles</p>
Place Knowledge	<p>DM 40-60 months</p> <p>Looks closely at similarities, differences, patterns and change.</p> <p>ELG</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>To explain where I live and know my address.</p> <p>To name some main towns and cities in the United Kingdom.</p> <p>To name the four countries in the United Kingdom and locate them on a map.</p> <p>Find similarities and differences a small two small areas of the UK</p>	<p>To find where I live on a map of the UK.</p> <p>To say what I like and dislike about the place I live.</p> <p>To say what I like and dislike about a different place.</p> <p>To compare and contrast a place in the UK with a place in a non-European country using geographical words.</p>	<p>To understand different climate zones. Begin to discuss global warming.</p> <p>To begin to understand biomes and the main types: Tundra, desert, grassland, tropical rainforest.</p> <p>Know the significance of the Equator and tropic lines.</p>	<p>Understand the difference between the northern and southern hemispheres.</p> <p>To understand biomes and the main types: Tundra, desert, grassland, tropical rainforest.</p> <p>Look at environmental regions of Europe including landforms and climate.</p>	<p>To explain how time zones work and calculate time zone differences around the world.</p>	<p>To understand significance of latitude and longitude.</p> <p>To look at how land use of the UK has changed over time. Compare and contrast 2 rural and urban areas.</p>
Human and Physical Geography including Vocabulary and Communication	<p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p>	<p>To explain how the weather changes throughout the year and name the seasons.</p> <p>To keep a weather chart and answer questions about the weather.</p> <p>To explain what clothes people wear in hot and cold places</p> <p>To use basic geographical vocabulary to refer to key physical features including: beach, forest, hill and weather</p> <p>To use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, office, shop</p> <p>To describe how jobs may be different in other locations.</p>	<p>To describe some features of an island.</p> <p>To explain how an area has been spoilt or improved and give reasons.</p> <p>To explain the facilities that a village, town and city may need and give reasons</p> <p>To use basic geographical vocabulary to refer to key physical features including: beach, coast, river, ocean, forest, hill, mountain, soil, valley, vegetation and weather</p> <p>To use basic geographical vocabulary to refer to key human features including: city, town, village, coastal, rural, factory, farm, house, office, shop</p>	<p>To study of how geography has changed over time.</p> <p>To identify key human and physical features of countries and major cities such as rivers, mountains, capitals and landmarks.</p>	<p>Explain what attracted people to cities and deterred people from living there.</p> <p>To explain why people may choose to live in one place rather than another.</p> <p>To carry out research to discover features of villages, towns and cities</p> <p>To describe how volcanoes and earthquakes are created</p>	<p>To explain why many cities are close to rivers.</p> <p>To explain why people are attracted to or may be deterred from living by rivers.</p> <p>To explain to course of a river</p> <p>To discuss Fairtrade - distribution of resources and identify trade links from around the world.</p> <p>To explain how a location fits into its wider geographical locations with reference to human and economical features</p>	<p>Use maps, aerial photographs, plans and e-resources to find out what a locality may be like.</p>
Geographical Skills and Enquiry	<p>To follow a simple map with symbols (e.g. of the school grounds).</p> <p>To use directional language including near and far</p> <p>To use fieldwork and observational skills to study the school and its grounds e.g videos, photos, sketches and data collection.</p>	<p>To begin to devise a simple map and use and construct basic symbols in a key.</p> <p>To use simple grid references (e.g. A1, B2)</p> <p>To use compass directions North, South, East, west</p> <p>Use fieldwork and observational skills to study the school and beyond its grounds, the road, river park and shops. E.g videos, photos, sketches and data collection</p>	<p>To use some basic Ordnance Survey map symbols</p> <p>Understand 8 compass points and how to use them.</p> <p>Use fieldwork to create a map of the school and its main geographical features.</p> <p>Record a change using a method of choice. E.g photographs, video.</p>	<p>To use 4 figure grid references on maps.</p> <p>Use symbols to mark locations of interest on a map.</p> <p>To plan a journey to a place in England</p> <p>Collect and measure information such as rainfall, temperature and wind speed.</p>	<p>To begin to use 4 figure grid references on maps.</p> <p>To plan a journey to a place in another part of the world, taking into account distance and time.</p> <p>To compare and contrast pictures from past and present and discuss why they might have changed.</p>	<p>To read a map using 4 figure grid references</p> <p>To plan a journey to a place in another part of the world, taking into account distance and time.</p> <p>To compare and contrast pictures from past and present and discuss why they might have changed.</p>	<p>To read a map using 6 figure grid references.</p> <p>Undertake a geographical survey- Ask geographical questions.</p> <p>Undertake an investigation</p> <p>Present data using data handling software</p> <p>Draw conclusions and provide possible justifications.</p>