




GEOGRAPHY CURRICULUM PLANNING

ST. OSWALD'S CATHOLIC PRIMARY SCHOOL

2021/22

 GEOGRAPHY National Curriculum expectations and progression of knowledge and skills development							
	EYFS	End of Y1	End of Y2	End of Y3	End of Y4	End of Y5	End of Y6
Locational Knowledge	<p>-Describe their immediate environment from observation, discussion, stories, non-fiction texts and maps.</p> <p>-Explain some similarities and differences of life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps,</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 		<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) 			
Place Knowledge		<ul style="list-style-type: none"> 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 		<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 			
Human and Physical Geography	<p>-Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>	<p>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</p> <p>Use basic geographical vocabulary to refer to:</p> <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, inc. city, town, village, factory, farm, house, office, port, harbour, shop 		<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 			
Geographical Skills and Fieldwork		<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 		<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 			

Field work Gathering information	<ul style="list-style-type: none"> -Ask questions -Respond to questions like what? where? 	<ul style="list-style-type: none"> -Use basic observational skills -Ask and respond to questions. -Carry out a small survey of the local area/school -Ask a familiar person some questions. - Use a chart/proforma to collect data e.g. tally survey. - Identify daily/seasonal weather patterns in the UK. 	<ul style="list-style-type: none"> -Ask geographical questions Use a simple database to present findings from Fieldwork -Record findings from trips a survey, a questionnaire. -Use appropriate terminology. -Use simple equipment to measure and record. 	<ul style="list-style-type: none"> -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. 			
Field work sketching	<ul style="list-style-type: none"> -Draw simple picture maps and plans of real and imaginary places. 	<ul style="list-style-type: none"> -Complete a chart or plan and draw simple features. -Add labels onto a sketch map, map or photograph of features. - Recognise and record different types of land use, buildings and environments. 	<ul style="list-style-type: none"> -Draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction. - Explain, draw earthquakes and volcanoes in simple terms. 	<ul style="list-style-type: none"> -Evaluate my sketch against criteria and improve it. -Use sketches in an investigation. -Annotate sketches to describe and explain geographical processes and patterns. 			
Field work: Audio/visual	<ul style="list-style-type: none"> -Use senses to observe places. -Identify simple types of buildings and places in the immediate environment. 	<ul style="list-style-type: none"> - Recognise a photo or video clip as a record of what has been seen or heard. - Use a camera in fieldwork to help record what is seen. 	<ul style="list-style-type: none"> -Select views to photograph. -Add titles and labels giving locational information. -Consider how a photo provides useful evidence. -Locate position of a photo on a map. 	<ul style="list-style-type: none"> - Make a judgement about the best angle viewpoint when taking an image or completing a sketch. -Use photographic evidence in my investigations and evaluate the usefulness of the images. -Carry out a focused in-depth study, looking at issues, changes over time. 			
Map work: Using Maps	<ul style="list-style-type: none"> -Follow directions up, down, left, right, forwards and backwards -Identify simple local features on an aerial photograph. -Draw round objects to get a plan view. 	<ul style="list-style-type: none"> -Use a simple picture map to move around the school. -Use directional language such as near, far, up, down, left/right. -Know what a compass is and begin to use the 4 points of the compass in the school grounds. 	<ul style="list-style-type: none"> -Follow a route on a map. -Use simple compass directions (North, South, East, West). -Use aerial photographs and plans to recognise simple human and physical features. 	<ul style="list-style-type: none"> -Follow a route on a map with some accuracy. -Locate places using a range of maps, including OS and digital. -Use 4 figure compass point and letter/number co-ordinates to identify features on a map. 	<ul style="list-style-type: none"> -Follow a route on a largescale 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. 	<ul style="list-style-type: none"> -Compare maps with aerial photographs. -Select a map for a specific purpose. - Begin to use Atlases to find out additional information like temperature -Find and recognise places on maps with different scales. -Use 8 figure compasses begin to use 6 figure grid references. 	<ul style="list-style-type: none"> -Follow a short route on an 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.

<p>Map work: Locational Knowledge</p>	<ul style="list-style-type: none"> -Play games with globes and maps. - Use photos, stories and recordings to find out about a place or country. -Listen to information given in non-fiction texts. -Explain some similarities and differences between the UK and at least one other country. 	<ul style="list-style-type: none"> -Use a world map to identify the UK and its position in the world. -Name and locate the four Countries of the UK and their capital cities. -Name and locate the surrounding seas of the UK. -Locate on a World map the hot and cold areas of the world, the North and South Poles. 	<ul style="list-style-type: none"> -Identify characteristics of the four Countries of the UK. -Name and locate the world's 7 Continents and 5 Oceans. -Understand some differences and similarities through studying the human and physical features of a town in South Africa and Warrington. 	<ul style="list-style-type: none"> - Locate the UK on a variety of different scale maps, naming and locating the Countries and cities of the UK. -Name and locate some Countries in Europe. --Explain, draw earthquakes and volcanoes in simple terms. 	<ul style="list-style-type: none"> -Locate Europe on a largescale map or globe. -Name and locate countries in Europe including Russia and their capital cities. -Use some OS symbols on maps. - . 	<ul style="list-style-type: none"> -Locate the World's countries, focus on North and South America and its key physical and human features e.g. Brazil. -Identify the position and significance of lines of longitude and latitude on maps. 	<ul style="list-style-type: none"> -Locate the World's countries on a variety of maps of different scales, including the areas studied throughout the key stages. -Know more about the regions of the UK including more cities, including naming some UK hills, mountains and rivers. -Identify the position N and S hemisphere Tropics of cancer and Capricorn and time zones.
<p>Map work: Making maps</p>	<ul style="list-style-type: none"> -Draw my own simple picture maps and plans of real and imaginary places. 	<ul style="list-style-type: none"> -Draw simple maps including appropriate symbols and pictures to represent features or places. -Use maps and photographs to identify features. 	<ul style="list-style-type: none"> -Draw or make a map of real and imaginary places and add more detail. -Use and construct basic symbols in a key. 	<ul style="list-style-type: none"> -Make a map of a short route with key features in the correct order. -Create a simple scale drawing. -Use standard symbols and understand the importance of a key. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Draw plans of increasing complexity. -Use and draw symbols and a key from an Atlas and an OS map.
<p>Geographical vocab</p>	<ul style="list-style-type: none"> -Know and can use simple geographical vocabulary e.g. up/down/left/right cold/hot, weather, season, beach, farm, shop, hill, town 	<ul style="list-style-type: none"> -Key physical features forest, hill, sea, soil, season, weather. - Key Human features Town, village, farm, house, shop, address 	<ul style="list-style-type: none"> -Key physical features beach, cliff, coast, ocean, river, vegetation, mountain - Key Human features Town, village, city, office, port, harbour 	<ul style="list-style-type: none"> -Continue to use a wider geographical vocabulary e.g. routes, community, rainfall, key, urban, rural, key 	<ul style="list-style-type: none"> -Begin to apply the vocabulary of other subjects such as in English, Maths and Science when describing features in Geography e.g. water cycle, evaporation. 	<ul style="list-style-type: none"> -Use precise vocabulary when describing geographical places, features and processes e.g. industry, distribution, network, region, raw material, energy, fuel, biome. 	<ul style="list-style-type: none"> -Use precise vocabulary when describing geographical places, features and processes e.g. erosion, mouth, tributary, deposition, source, headland.