Woodley Primary School
Together we care, inspire and achieve

CURRICULUM SUBJECT	Geography	SUBJECT LEAD	Jenny O'Dowda

What are the end points in the subject you lead?

- To 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
- To 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
- To be 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.

How is the curriculum at Woodley Primary School sequenced towards those end points?

Knowledge and Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge		Name and locate the four countries making up the British Isles, with their capital cities. Name the surrounding seas of the United Kingdom	Name the continents on a World Map. Locate and label the five oceans. Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	Locate geographical regions and their identifying human and physical characteristics, key topographical features including land use patterns. Identify the position and significance of the Equator, the Northern and Southern hemisphere.	Locate the world's countries, using maps to focus on Europe (including the location of Russia) , concentrating on their environmental regions, key physical and human characteristics and countries of Europe.	Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics Name and locate the countries of North America Identify the position and significance of latitude,	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects

					Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.	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)	have changed over time. Name and locate the countries of South America. 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		Recognise similarities and differences of geographical features in my own immediate environment. Talk about people and places within my local environment. Talk about people and places beyond	Compare a local City/town in England with a contrasting city in a different country. Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Compare Woodley to London with a contrasting place	Understand geographical similarities and differences through the study of physical geography of the UK and four Ancient Civilisations.	Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns, and understand how some of these aspects have changed over time.	Understand geographical similarities and differences through the study of human and physical geography of two regions of North America with that of another part of Europe. Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers and understand how	Understand geographical similarities and differences through the study of human and physical geography of two regions of South America with that of North America.

		my local environment. Identify the key features of a location in order to say whether it is a city, town, village, coastal area.	in the UK.		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.	some of these aspects have changed over time.	
Human and physical geography		Compare and contrast the human and physical features of two British localities, including how the use of land differs in each locality. Compare and Contrast a farm with the seaside. Talk about weather in the UK, what happens in different	Ask and answer geographical questions such as: What is this place like? What or who will I see in this place? What do people do in this place? Talk about hot and cold parts of the world, Discussing it in relation to the equator and the North/South Poles.	Describe and understand key aspects of physical geography, including: climate zones, and rivers (UK and linked to four Ancient civilisations) Describe key aspects of human geography, including: types of settlement and land use.	Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes. Describe and understand key aspects of: human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water	Collect and analyse statistics and other information in order to draw clear conclusions about locations relating to climate zones, biomes and vegetation belts, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Describe and understand key aspects of physical geography,

		seasons and how weather changes on a daily basis. Identify land use around the school. Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office, shop to refer to the physical and human features of places studied.	Compare and contrast the human and physical features of a British locality with a non European locality, including land use differences (Australia). Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied.				including: climate zones, biomes and mountains.
Geographical skills and field work		Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and cities.	Use maps, atlases, globes to locate countries and describe features studied. Use the four points of a compass	Use 4 figure grid references, symbols and key including the use of OS maps to build their knowledge of UK and wider world.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Use a range of geographical resources with ease to give detailed descriptions and opinions of the characteristics and features of a location?	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four

		Use aerial images to recognise landmarks and basic human and physical features. Use simple fieldwork to observe, measure and record the human and physical features in the local area. Use a simple key to recognise physical or human features on a map. Create a simple map of my local Environment. Devise a simple map, and use and construct basic symbols in a key. Use simple compass	to describe the location of features on a map. Use locational and directional language such as: near, far, left, right to describe the location of features on a map. Use aerial images and plan perspectives to recognise landmarks and basic physical features. Use simple grid references	Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including making 3D maps, and digital technologies.	Use the eight points of a compass, four and 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 and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies	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, and record the height of a mountain range using a range of methods, including sketch maps and digital technologies.(planning their own settlement)	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

		directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], use fieldwork to observe, measure and record the human and physical features in the local area.					