

Charlton Mackrell C of E Primary School

'The one who gets wisdom loves life.' Proverbs 19:8

Our core concepts in geography are: Environment, Scale, Place and Processes. These concepts run through every class and every geography topic. These are vital to understanding how the world is. We plan for all pupils to leave our school with a clear understanding of these geographical concepts.

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

- Ensure 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 may be the main source of this knowledge. To ensure that children retain and build on their locational knowledge, all year groups within our rolling programme will review the locational knowledge required for their years 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 can name them on a map: I can point to the Equator, North and South Pole on an atlas and globe.
 - Year 2 and 3: I can name the continents of the world and locate them on a map; I can name the world's oceans and name them on a map; I can name the capital cities of England, Scotland and Northern Ireland. I know the names of a number of countries in the Northern Hemisphere; I know the capital city of at least six European countries; I can locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map.
 - Year 4, 5 and 6: 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. I know, can name and locate the capital cities of neighbouring European countries; I know about, can name and locate many of the world's most famous mountainous regions; I can name and locate many of the world's most famous rivers. I can name the largest deserts in the world and locate desert regions in an atlas.
- Children are immersed in age-appropriate geographical vocabulary in all year groups to ensure that they have the subject-specific language skills required to communicate their understanding.
- The geography curriculum provides real-life opportunities to apply and deepen their skills and knowledge in the core curriculum subjects ensuring that they can understand the rationale behind learning in these areas.

Key:

	Locational and Place Knowledge
	Human and Physical Geography
	Fieldwork

We use the key to identify previous related learning before starting a new geographical topic. We revisit the key vocabulary and plan key questions to secure prior learning.

Knowledge and skills as a geographer						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place Knowledge	<p>I know the names of the four countries in the UK and can locate them on a map.</p> <p>I can point to the equator, North and South Pole on a globe.</p> <p>I know about the features of an island.</p>	<p>I can name the capital cities of England, Scotland, Wales and Northern Ireland.</p> <p>I can name the continents of the world.</p> <p>I can name the oceans and locate them on a map.</p>	<p>I know the capital city of at least six European countries.</p> <p>I know the name of several countries in the northern hemisphere.</p> <p>I can locate the Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian on a map.</p> <p>I know whether a country is located in the Southern or Northern hemisphere.</p>	<p>I can find at least six cities in the UK on a map.</p> <p>I can name some of the main islands surrounding the UK.</p>	<p>I know and can locate the capital cities of neighbouring countries.</p> <p>I know and can locate the most mountainous regions in the world.</p>	<p>I know how to use an atlas by using the index to find places.</p> <p>I can use basic ordnance survey symbols.</p>

<p>Human and Physical Geography</p>	<p>I know about some of the main features of hot and cold places and what I should wear.</p> <p>I know how the weather changes throughout the year and the names of the seasons.</p> <p>I know my address.</p> <p>I know what I like and don't like about where I live.</p>	<p>I know what I like and don't like about a place other than where I live.</p> <p>I can describe a place outside Europe using geographical words.</p> <p>I know how jobs may be different in different locations.</p> <p>I know the key features of a place from a picture using words like beach, coast, forest, mountain, ocean and valley.</p> <p>I know the facilities that a village, town and city may need and give reasons.</p>	<p>I know why people may want to live in cities or other places than where I live.</p> <p>I know and can locate some of the world's most famous volcanoes.</p> <p>I know and can describe the key aspects of earthquakes.</p>	<p>I know how to plan a journey from my town to another place in England.</p> <p>I know the areas of origin of the main ethnic groups in the UK and in our school.</p>	<p>I know why most cities are located by rivers.</p> <p>I know about the course of a river.</p> <p>I can name and locate some of the world's most famous rivers.</p> <p>I know why ports are important and the role they play in the distribution of goods.</p>	<p>I know why some places are similar and dissimilar in relation to their physical and human features.</p> <p>I know how time zones work and can calculate times in other countries.</p> <p>I can name the largest deserts and locate them in an atlas.</p>
<p>Fieldwork</p>	<p>I know the four main points on a compass.</p> <p>I can locate places on a map.</p>	<p>I can use directional vocabulary to explain where a location is.</p>	<p>I can use eight points of a compass.</p> <p>I can locate countries on maps.</p>	<p>I can use the eight points of a compass in the context of describing places.</p>	<p>I can use four figure grid references.</p> <p>I can use mapping to investigate the</p>	<p>I can use six figure grid references. I can use basic ordnance survey symbols.</p>

	<p>I can use aerial photographs to identify features.</p> <p>I can devise simple maps.</p> <p>I can keep a weather chart and can answer questions about the weather.</p>	<p>I can use atlas' and globes when locating places.</p> <p>I can use aerial photographs to recognise landmarks and basic human and physical features.</p> <p>I can add symbols to my maps.</p>	<p>I can measure and record my observations using sketch maps, plans and graphs.</p>	<p>I can use mapping to locate human and physical features.</p> <p>I can research to find out about key differences and features of villages, towns and cities.</p>	<p>human effects on the natural environment.</p> <p>I can collect information, such as weather measurements and present in charts and tables.</p>	<p>I can use satellite and digital technologies to observe and measure human and physical features.</p> <p>I can collect and accurately measure information such as rainfall, temperature, wind speed and noise levels, presenting in a wide variety of formats, including digital.</p>
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	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	Daily weather patterns in the United Kingdom. To keep a weather chart and answer questions about the weather. To know the names of the seasons and understand what to wear in different climates.	Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	To use eight points of a compass. To be able to use a map to locate countries. To be able to measure and record observations using sketch maps and graphs.	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.	Know and locate cities of neighbouring countries. Know and locate the most mountainous regions in the world.

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	The location of hot and cold areas of the world in relation to the Equator and the	Be able to devise a simple map; and use and construct basic symbols in a key.	To understand why people may want to live in cities or other places than where we live.	To use eight points of a compass. To be able to use a map to locate countries.	Understand geographical similarities and differences through the study of human	To know why most cities are located by rivers. To understand the course of a river.

	<p>North and South Poles. To devise simple maps. To know the four main points on a compass.</p>		<p>To know and locate some of the world's most famous volcanoes. To know and describe the key aspects of earthquakes.</p>	<p>To be able to measure and record observations using sketch maps and graphs.</p>	<p>and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>	<p>To name and locate some of the world's most famous rivers. To know why ports are important and the role they play in the distribution of goods.</p>
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	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	<p>Children know the names of the four countries in the UK and can locate them on a map. Children know their address. They know what they like and don't like about where they live.</p>	<p>Use simple compass directions (North, South, East and West).</p>	<p>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</p>	<p>To understand the 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>To know how to plan a journey from own town to another place in England. To know the areas of origin of the main ethnic groups in the UK and in the school.</p>	<p>Describe and understand key aspects of: physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>

			contrasting non-European country.			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.
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	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	To point to the equator, North and South Pole on a globe and to know the features of an island. To be able to locate places using aerial photographs to identify features.	Be able to use directional language (for example, near and far, left and right). Be able to describe the location of features and routes on a map. Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and	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	To know the capital cities of at least six European countries. To know the names of several countries in the northern hemisphere. To locate the Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian on a map. To know whether a country is located in the Southern or Northern hemisphere.	To find at least six cities in the UK on a map. To name some of the main islands surrounding the UK.	To use four figure grid references. Use mapping to investigate the human effects on the natural environment. To be able to collect information, such as weather measurements and present in charts and tables.

		oceans studied at this key stage.	example, near and far; left and right) to describe the location of features and routes on a map.			
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	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	Children will develop their understanding of the local seaside and its role in tourism, both in the past and present. To understand the terms holiday, tourism, beach, seaside, sea, ocean, town, settlement, resort.	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.	To be able to name the capital cities of England, Scotland, Wales and Northern Ireland. To name the continents of the world. To name the oceans and locate them on a map.	To be able to 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.	To use eight points of a compass in the context of describing places. Be able to use mapping to locate human and physical features. To research to find out about key differences and features of villages, towns and cities.	To know how to use an atlas by using the index to find places and to use basic ordnance survey symbols. To use maps, globes and digital mapping to locate countries and describe features. Use the eight points of a compass, four and six figure grid references, including the use of Ordnance survey maps to build knowledge of the United Kingdom and the wider world.

	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Curriculum Knowledge and Skills	To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of the surrounding environment and start to make comparisons with other places.	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.	To use simple fieldwork and observational skills to study the geography of our school and it's grounds and the key human and physical features of it's surrounding environment.	To be able to explain where a location is. Use globes when locating places and aerial photographs to recognise landmarks and basic human and physical features. To add symbols to own maps.	To 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. Physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.	To know why some places are similar and dissimilar in relation to their physical and human features. To understand how time zones work and can calculate times in other countries. To name the largest deserts and locate them in an atlas.