



Sir Edmund Hillary Primary School Geography Curriculum

Aims

The National Curriculum for Geography aims to ensure that all pupils:

- 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 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 or 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 and writing at length

Intent

At Sir Edmund Hillary we aim to provide a high-quality Geography curriculum that inspires a curiosity and fascination about the world and its people; that will remain with our pupils for the rest of their lives. Teaching will equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

The Geography curriculum has been carefully sequenced so that as pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. We want our children to enjoy and love learning about Geography, not just through experiences in the classroom, but also providing opportunities for fieldwork investigation and enquiry. The Geography curriculum has contingent links to some concepts in other curriculum areas, especially with respect to Mathematics & English, but also Science & History. Teachers are attentive to developing this inter-disciplinary schema when planning lessons.

We aim for our children to gain a deep and rich understanding of their local area and to truly value Worksop and appreciate the factors that have built the town. Geography has a vital role in this and as a mill and market town we will emphasise aspects of agriculture, food and trade, and as a former mining town, concepts around energy and sustainability.



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Implementation

Following the 'Development Matters' guidance in EYFS, our Nursery and Reception children gain an 'Understanding of the World: People, Culture and Communities; Past & Present and The Natural World; and come into KS1 with the foundations laid for Geography.

At Sir Edmund Hillary, we implement a Geography curriculum that:

- meets the objectives outlined in the National Curriculum
- is sequenced throughout the whole school, with three distinct milestones of KS1, LKS2 and UKS2 on a Cycle A/B structure because of the nature of the Mixed Year group classes
- Each milestone will include objectives from the National Curriculum: Locational Knowledge, Place knowledge, Geographical Processes and Geographical Skills and Fieldwork, and as further described in the Ofsted Research Review
- has key progressive, easily identifiable Geographical skills & Disciplinary procedural knowledge embedded into each unit/ lesson reflecting that as a subject Geography draws from elements across its structure and rarely holds knowledge elements in isolation
- provides opportunities for retrieval practice of prior knowledge and vocabulary to ensure children are learning the whole curriculum
- provides layers of support for learners, through questioning and varied methods of recording
- is delivered on a termly timetable. As such, approximately 30 hours of Geography is taught each academic year
- is enhanced by trips, visiting experts and fieldwork where appropriate

Impact - What difference is the curriculum making? How do you know whether pupils know what you think they know?

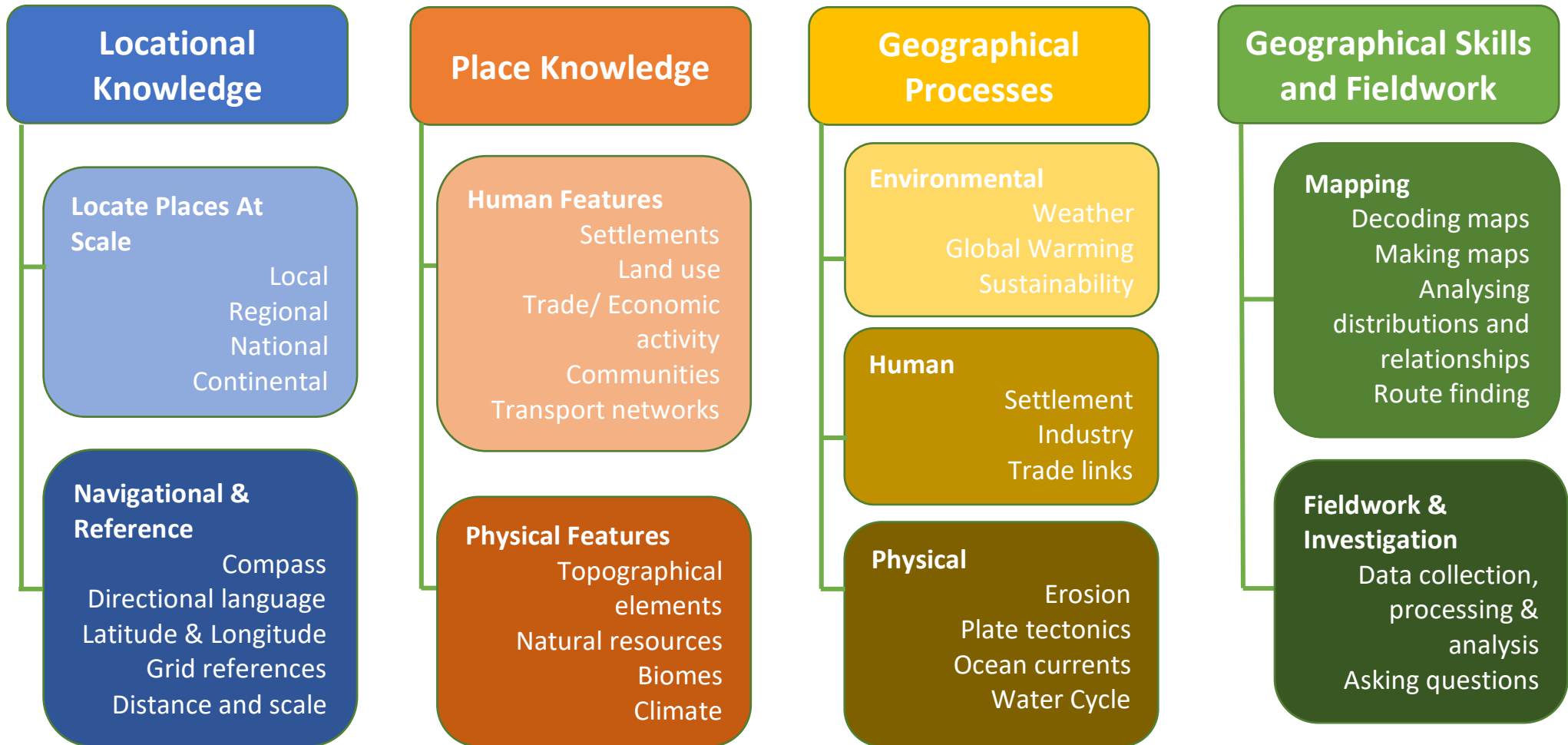
Our Geography Curriculum is planned to demonstrate progression. Children's knowledge and skills will develop progressively as they move through the school, not only developing a deep knowledge, understanding and appreciation of their local area, but also its place within the wider geographical context. Children will become more analytical and improved critical thinkers. We measure the impact of our Geography curriculum using the following measures:

- Evidence from children's books will show a broad and balanced Geography curriculum, demonstrating appropriate pitch and challenge. Standards in Geography will match standards in other subjects such as English and Maths.
- Our Long-Term Plan (LTP) will show a clear progression of knowledge and skills that builds on Foundation Stage Learning and then across Key Stage 1 and 2 building on prior knowledge
- Pupil discussion about their learning
- End point assessments within each unit show how much children have learned within that part of the curriculum



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Subject Structure



Disciplinary Knowledge

Geographical ways of working: Finding Patterns – generalisations & exceptions; Compare & contrast; Similarities & differences; Changes over time; Projecting futures; Asking questions; Drawing conclusions; Choosing, linking, building



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Learning Journey

On this route I could be a...



When I learn **Geography** I am learning about places near and far. Their human and physical features and the human and physical processes that make changes over time.

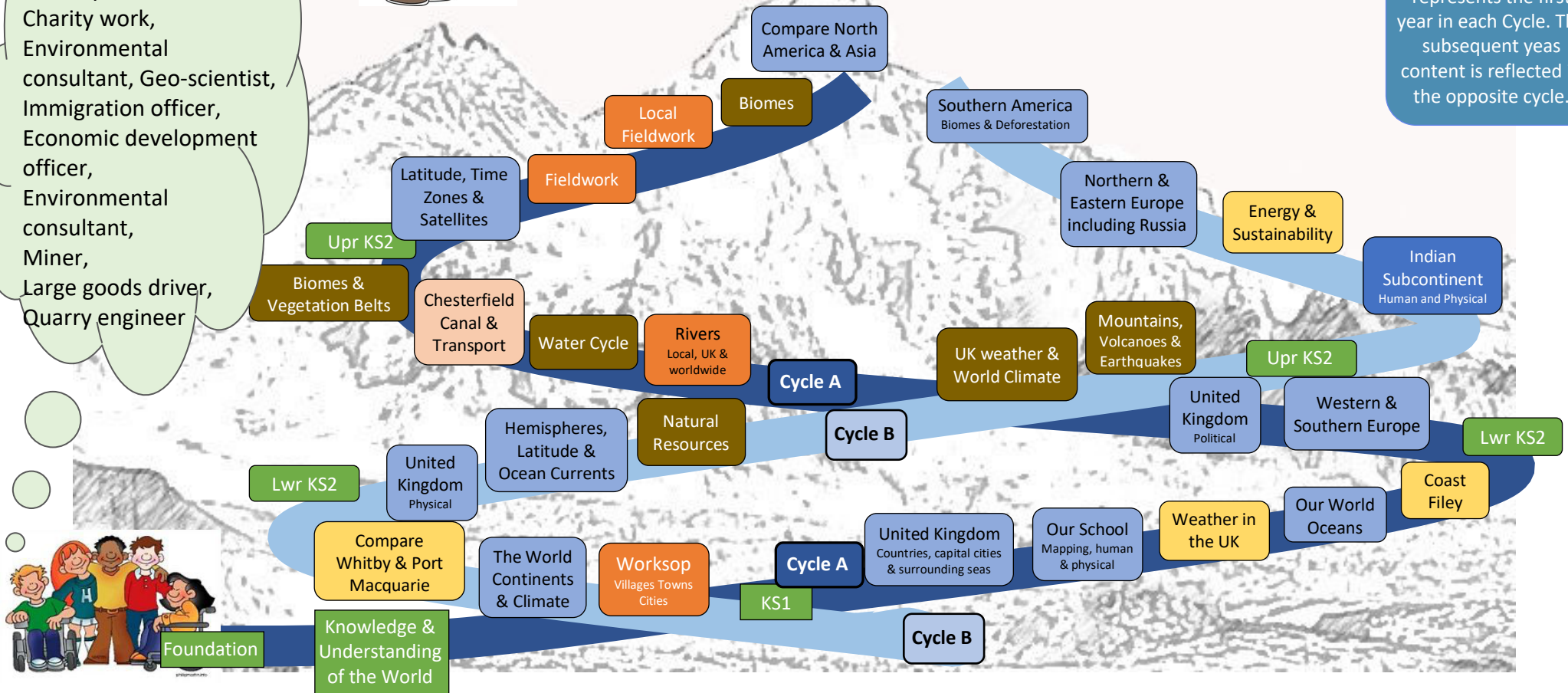
I'll be able to understand all sorts of maps of different scales, showing different information.

I'll use skills of choosing information, collecting and analysing data.

I will become very good at using precise language that describes our world.

Town Planner,
Countryside officer,
Charity work,
Environmental consultant, Geo-scientist,
Immigration officer,
Economic development officer,
Environmental consultant,
Miner,
Large goods driver,
Quarry engineer

The diagram represents the first year in each Cycle. The subsequent years content is reflected in the opposite cycle.





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Locational Knowledge	EYFS	Milestone 1 Year 1	Milestone 1 Year 2	Milestone 2 Year 3	Milestone 2 Year 4	Milestone 3 Year 5	Milestone 3 Year 6
Locate Places at Scale	<ul style="list-style-type: none"> To know that I live in Worksoy/ England/UK. To be able to locate England/ Britain on a world map. To know some local landmarks in Worksoy. To take part in a walk in the local area and identify key features To know several features of my own school environment. To know about features of the Earth. To develop an awareness of different places around the world. 	<ul style="list-style-type: none"> Name the seven continents of the world <i>Identify North and south poles</i> Name and locate two of the five oceans of the world Name of the four countries of the United Kingdom Name two of the four capital cities of the United Kingdom Know their own address Know about and name key landmarks & human and physical features in & around Worksoy Talk about ways to improve the locality e.g. school 	<ul style="list-style-type: none"> Name and locate the seven continents of the world <i>Locate hot and cold countries around the World</i> <i>Identify Arctic, Antarctic, Equator</i> Name and locate the five oceans of the world Name, locate and identify characteristics of the four countries of the United Kingdom Name the four capital cities of the United Kingdom and its surrounding seas <i>Know the flags and national symbols of the 4 countries</i> <i>Know about and name key landmarks & human and physical features in & around Worksoy</i> Investigate the character of the local area 	<ul style="list-style-type: none"> Name and locate UK counties, 3 major cities geographical regions & their physical and human characteristics (hills, mountains, rivers, coasts, seas) Locate the world's countries, focusing on Southern & Western Europe Identify the position of Northern Hemisphere, Southern Hemisphere and the prime/Greenwich Meridian (know they are lines of latitude) Recall of pupil's own address 	<ul style="list-style-type: none"> Name and locate UK counties, 5 major cities geographical regions & their physical and human characteristics (hills, mountains, rivers, coasts, seas) Locate the world's countries and capital cities; focusing on Southern & Western Europe Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere 	<ul style="list-style-type: none"> Begin to locate the world's countries and capital cities; focusing on Northern and Eastern Europe (including Russia), Asia (Indian Subcontinent) and N/S America <i>Major River systems, landforms including. mountain ranges, plains & coasts, and environmental regions)</i> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Identify aspects of the physical and human geography that have changed over time 	<ul style="list-style-type: none"> Locate the world's countries and capital cities; focusing on Northern and Eastern Europe (including Russia), Asia (Indian Subcontinent) and N/S America (<i>Major River systems, landforms including. mountain ranges, plains & coasts, and environmental regions)</i> 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 Confidently identify how aspects of the physical and human geography have changed over time
Navigational & Reference	<ul style="list-style-type: none"> To know that some places are far away and we cannot walk there. To know that some places are near. To follow a planned route and discuss landmarks along the way. 	<ul style="list-style-type: none"> Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map 	<ul style="list-style-type: none"> Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map Identify the position and significance of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere 	<ul style="list-style-type: none"> Understand, draw and use the 8 points of a compass Identify the position and significance of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere 	<ul style="list-style-type: none"> Understand, draw and use the 8 points of a compass Understand the significance of Latitude: Locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles 	<ul style="list-style-type: none"> Understand the significance of Longitude: Identify the position and significance of the Prime/ Greenwich Meridian, and time zones 	<ul style="list-style-type: none"> Understand the significance of Longitude: Identify the position and significance of the Prime/ Greenwich Meridian, and time zones



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Place Knowledge	EYFS	Milestone 1 Year 1	Milestone 1 Year 2	Milestone 2 Year 3	Milestone 2 Year 4	Milestone 3 Year 5	Milestone 3 Year 6
Place knowledge	<ul style="list-style-type: none"> To know that environments vary from one another To know and identify similarities and differences between places by drawing on my experiences and what has been read to me in class. E.g. wood, seaside, farm. 	<ul style="list-style-type: none"> Have studied a small area in the U.K and another area in the world and are able to identify a few similarities and differences in human geography Have studied a small area in the U.K and another area in the world are able to identify a few similarities and differences in physical geography 	<ul style="list-style-type: none"> Have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography Have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in physical geography 	<ul style="list-style-type: none"> Have studied small areas in the U.K and are able to understand similarities and differences in human geography Have studied small areas in the U.K and are able to understand similarities and differences in physical geography Study a region in 2 European countries and are beginning to identify similarities and differences between the two in physical geography Study a region in 2 European countries and are beginning to identify similarities and differences between the two in human geography Use my knowledge to suggest suitable geographical questions 	<ul style="list-style-type: none"> Have studied areas in the U.K and are able to understand similarities and differences in human geography Have studied areas in the U.K and are able to understand similarities and differences in physical geography Study a region in 3 European countries and are beginning to identify similarities and differences between the two in physical geography Study a region in 3 European counties and are beginning to identify similarities and differences between the two in human geography Use my knowledge to suggest suitable geographical questions 	<ul style="list-style-type: none"> Have studied a region in a European country and a region within North or South America and can identify similarities and differences between the them; physical geography Have studied a region I the UK, a region in a European country and a region within North or South America and can identify similarities and differences between the three; human geography 	<ul style="list-style-type: none"> Have studied a region of the U.K and a region within North America and are able to understand similarities and differences between the three in physical geography Have studied a region of the U.K, a region in Europe and a region within North America and are able to understand similarities and differences between the three in human geography



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Human Features	<ul style="list-style-type: none"> To recognise that some environments are different to the ones in which we live. To recognise simple features on a map. E.g. buildings 	<ul style="list-style-type: none"> Beginning to use basic geographical vocabulary to refer to human feature, Inc.: city, town, village, factory, farm, house, office, port, harbour and shop. 	<ul style="list-style-type: none"> Use a wide range of basic geographical vocabulary to refer to human features Inc.: city, town, village, factory, farm, house, office, port, harbour and shop. <i>Explore human features within each country in the UK, including landmarks</i> Recognise how people affect the environment 	<ul style="list-style-type: none"> Describe a few aspects of human geography Name types of settlement, describe the key features of each Know the difference between urban, suburban, rural, coastal areas and locate examples on a map of the UK Name types of land use, describe key features of each (<i>agriculture- arable, mixed, livestock, dairy; Commercial-central, out of town, Industrial – light, heavy; Residential-Urban, Suburban, Recreational, Transport, Wild/managed Woods, moors, Forest, marsh</i>) Show awareness of different places may have both similar and different characteristics that influence the lives and activities of people living there Give explanations for the location of some of those features Recognise that people seek to improve and sustain environments 	<ul style="list-style-type: none"> Describe an increased range of aspects of human geography Name types of settlement, describe the key features of each and identify examples in UK on a map Know the difference between urban, suburban, rural, coastal areas and locate examples on a map of the UK Name types of land use, describe key features of each and identify examples of types of land use on a map of UK incl. activities that take place in each one (<i>agriculture- arable, mixed, livestock, dairy; Commercial-central, out of town, Industrial – light, heavy; Residential-Urban, Suburban, Recreational, Transport, Wild/managed Woods, moors, Forest, marsh</i>) Understand that people can both improve and damage the environment. Understand that physical processes can change the features of places Explain how these changes affect the lives and activities of people living there. 	<ul style="list-style-type: none"> Describe areas at different scales: localised area, regional, national , multinational/ continental; identifying their human characteristics: <i>population dispersal /settlement pattern, land use patterns/ use of natural resources, economic activity & trade links</i> Describe the distribution of natural resources including <i>energy, food, minerals and water</i> Understand some ways that human activities cause environments to change. Show some understanding of geographical diversity by describing how human processes can lead to similarities and differences in environments and in the lives of people who live there Show an awareness of the idea of sustainable development. Recognise the range of views people hold about environmental interaction and change 	<ul style="list-style-type: none"> Describe areas at different scales: localised area, regional, national , multinational/ continental; identifying their human characteristics: <i>population dispersal /settlement pattern, land use patterns/ use of natural resources, economic activity & trade links</i> Describe the distribution of natural resources including <i>energy, food, minerals and water</i> Describe and understand a wide range of key aspects of human geography Understand some ways that human activities cause environments to change. Present findings both graphically and in writing using appropriate vocabulary. Show understanding of geographical diversity by describing how human processes can lead to similarities and differences in environments and in the lives of people who live there Recognise the range of views people hold about environmental interaction and change.
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Physical features

<ul style="list-style-type: none"> To recognise that some environments are different to the ones in which we live. To recognise features of our school with its different features; wildlife area, etc. 	<ul style="list-style-type: none"> Beginning to use basic geographical vocabulary to refer to physical features Inc. beach, cliff coast, forest hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify seasonal patterns in the UK Begin to locate hot and cold areas of the world Recognise some of the physical characteristics of each country in the UK, including landmarks 	<ul style="list-style-type: none"> Use a wide range of basic geographical vocabulary to refer to physical features Inc. beach, cliff coast, forest hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Identify and understand the location of hot and cold areas of the world in relation to the Equator and North/South Poles Explore the physical characteristics of each country in the UK, including landmarks <i>Understand that Britain and Ireland are islands</i> 	<ul style="list-style-type: none"> Describe physical characteristics of a few regions of UK & a region of a European country Show awareness of how different places may have both similar and different physical characteristics that influence the lives and activities of people living there Give explanations for the location of some of those features Recognise that people seek to improve and sustain environments Name and label parts & stages of a river Name and describe the key landscape features of river environments and describe where these can be seen in the UK Recognise mountain environment; (<i>peak, cliff, ridge, summit, base</i>) 	<ul style="list-style-type: none"> Describe physical characteristics of regions of UK & a region of three European countries Use my knowledge to suggest suitable geographical questions Understand that physical and human processes can change the features of places Explain how these changes affect the lives and activities of people living there. Recognise and describe geographical patterns. Name and describe the key landscape features of river environments and describe where these can be seen in the UK Describe mountain environment; (<i>peak, cliff, scree, escarpment, ridge, summit, base, slope, glacier, treeline</i>) 	<ul style="list-style-type: none"> Describe and understand a variety of key aspects of physical geography at different scales: <i>localised area, regional, national, multinational/continental</i>; identifying their physical characteristics: <i>location, topography, rivers/water, coast, climate, biomes</i> Show some understanding of geographical diversity by describing how physical processes can lead to similarities and differences in environments and in the lives of people who live there. Recognise the range of views people hold about environmental interaction and change 	<ul style="list-style-type: none"> Describe and understand an increasing variety of key aspects of physical geography at different scales: <i>localised area, regional, national, multinational/continental</i>; identifying their physical characteristics: <i>location, topography, rivers/water, coast, climate, biomes</i> Present findings both graphically and in writing using appropriate vocabulary. Show understanding of geographical diversity by describing how physical processes can lead to similarities and differences in environments and in the lives of people who live there Recognise the range of views people hold about environmental interaction and change.
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Geographical Processes	EYFS	Milestone 1 Year 1	Milestone 1 Year 2	Milestone 2 Year 3	Milestone 2 Year 4	Milestone 3 Year 5	Milestone 3 Year 6
Environmental processes	<ul style="list-style-type: none"> To explore the weather first hand using our senses. To name the seasons. To identify the signs of each season and the associated weather 	<ul style="list-style-type: none"> Name the 4 seasons Know how each season is different Identify seasonal & daily weather patterns in UK 	<ul style="list-style-type: none"> Name and describe the changes that take place over the 4 seasons. Know about and describe the weather in different parts of the World 	<ul style="list-style-type: none"> Describe seasonal weather patterns within the UK Global warming Begin to understand simple relationships between biomes vegetation belts, biomes and climates 		<ul style="list-style-type: none"> Begin to understand the impact of human activity on the planet with respect to energy usage and fossil fuels and frame this in an understanding of Sustainability (<i>overpopulation, pollution, burning fossil fuels, and deforestation</i>) Describe the characteristics of a biome, what its climate patterns are like and how plants/animals adapted 	<ul style="list-style-type: none"> Understand the impact of human activity on the planet with respect to energy usage and fossil fuels and frame this in an understanding of Sustainability (<i>overpopulation, pollution, burning fossil fuels, and deforestation</i>) Describe the characteristics of a biome, what its climate patterns are like and how plants/animals adapted
Human Processes	<ul style="list-style-type: none"> To know that things happen as a result of our actions. E.g. dropping litter makes the classroom untidy. 	<ul style="list-style-type: none"> Begin to understand and identify the similarities and differences between towns/ cities/ coastal & countryside areas because of the way people use them. 	<ul style="list-style-type: none"> Understand and identify the similarities and differences between towns/ cities/ coastal & countryside areas because of the way people use them. 	<ul style="list-style-type: none"> Begin to recognise how settlements are/were connected through trading and transport links Recognise how land-use patterns have changed over time (<i>growth of Worksop</i>) Know how a canal is different from a river 	<ul style="list-style-type: none"> Know how settlements are/ were connected through trading and transport links Understand how land-use patterns have changed over time and why(<i>growth of Worksop</i>) Know how a canal is different from a river 	<ul style="list-style-type: none"> Describe the distribution of natural resources including energy, food, minerals and water, and the impact of their use on the environment Understand the concept of Food Miles and Food Security as issues of Sustainability Understand what makes trading fair 	



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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Physical Processes</p>	<ul style="list-style-type: none"> • Begin to understand and identify the similarities and differences between towns/ cities/ coastal & countryside areas because of the way people use them. 	<ul style="list-style-type: none"> • Understand and identify the similarities and differences between towns/ cities/ coastal & countryside areas because of the way people use them. 	<ul style="list-style-type: none"> • Begin to identify some of the processes associated with rivers (erosion, transportation, deposition) • Begin to recognise how earthquakes and volcanoes are formed (<i>continental plates, Ring of Fire,</i>) • Begin to describe mountain environment formation through uplift and erosion • Identify each stage of the water cycle using appropriate vocabulary 	<ul style="list-style-type: none"> • Describe some of the processes associated with rivers (erosion, transportation, deposition) • Describe earthquakes and volcanoes explain how they are formed (<i>continental plates, Ring of Fire,</i>) • Describe mountain environment formation through uplift and erosion • Understand and explain each stage of the water cycle using appropriate vocabulary 	<ul style="list-style-type: none"> • Understand how climate and vegetation are connected in a range of biomes, e.g. the tropical rainforest, hot desert, Arctic and how these transition in a region • Name the key landscape features of mountain 	<ul style="list-style-type: none"> • Understand how climate and vegetation are connected in a range of biomes and explain these using appropriate vocabulary, e.g. the tropical rainforest, hot desert, Arctic and how these transition in a region • Name and describe the key landscape features of mountain
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Skills Fieldwork Disciplinary Knowledge	EYFS	Milestone 1 Year 1	Milestone 1 Year 2	Milestone 2 Year 3	Milestone 2 Year 4	Milestone 3 Year 5	Milestone 3 Year 6
Mapping	<ul style="list-style-type: none"> To know what a globe is and that it represents the world. To know the basic colour key on a map or globe (blue is water/ green is land). To know that a map is a drawing of a real or imaginary place. 	<ul style="list-style-type: none"> To know a map can tell you where to go Begin to use picture maps, simple atlases and globes to identify the UK and its countries, as well as some continents and oceans. Use compass directions (N & S) and locational / directional language (e.g., near, far, left, right, straight ahead, backwards) to describe the location of features/routes on a map Use UK and world maps to read and create forecasts using weather symbols Beginning to devise a simple map 	<ul style="list-style-type: none"> Use maps, atlases and globes confidently to identify the UK, countries and capital cities, the surrounding seas, continents and oceans (Basic Physical and Country Political maps) Use simple compass directions (North, South, East and West), locational and directional language (] to describe the location of features and routes on a map Recognise landmarks basic physical and human features using aerial photographs and plan perspectives Devise a simple map with basic symbols in a key 	<ul style="list-style-type: none"> Practising using maps, atlases, globes locate countries and describe features studied (<i>Physical & Political maps down to Regional and County; Settlement size; Climatic Maps-annual average hours of sunshine, temperature, rainfall; Road & route maps, Land use maps including Agricultural in UK</i>) Begin to understand, draw and use the 8 points of a compass Beginning to use four figure grid references. Begin to use symbols and key when using an Ordnance Survey map, with increasing accuracy. 	<ul style="list-style-type: none"> Becoming more confident using two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied (<i>Physical & Political maps down to Regional and County; Settlement size; Climatic Maps-annual average hours of sunshine, temperature, rainfall; Road & route maps, Land use maps including Agricultural in UK</i>) Understand and use the 8 points of a compass Use four figure grid references with confidence Use symbols and key when using an Ordnance Survey map, with increasing accuracy. 	<ul style="list-style-type: none"> Confidently use two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (<i>Topographical (contoured) & Political maps down to Regional and County; Climatic Maps, Resource & Trade Route maps, OS 1:25,000, 1:50,000</i>) Confidently use the 8 points of a compass and give concise directions using instructional language Begin to understand and use 6-figure grid reference to find areas or features on a map and give co-ordinates to help others locate on a 6-figure grid reference map 	<ul style="list-style-type: none"> Confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps) Confidently understand and use 6-figure grid reference to find areas or features on a map and give co-ordinates to help others locate on a 6-figure grid reference map



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Fieldwork & investigation

<ul style="list-style-type: none"> • To experience places in the local area. • To explore features of the school environment 	<ul style="list-style-type: none"> • Describe what sort of things I see in a place or environment. • Use observation skills when I visit a place or environment. • 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 aerial photographs to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> • 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. • Know how to create labels to sketch map, map or photograph of features • Collect data using a tally chart and understand what the data shows about the local area (traffic survey) • Know how to ask geographical questions. • Use information (including the Internet) and my own observations to help me to ask and answer questions about places and environments. • Make notes about the features that give places their character. • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 	<ul style="list-style-type: none"> • Beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies • Use skills and sources of evidence to respond to a range of geographical questions. • Give reasons for observations and views about places and environments. • Use appropriate vocabulary to communicate my findings • Produce own maps of an imaginary area using common ordnance survey map symbols and keys 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies • Use a range of geographical skills to investigate places and environments. • Use primary and secondary sources of evidence in my investigations. • Communicate my findings using appropriate vocabulary (see below and substantive concepts) • Produce own maps of an imaginary area using common ordnance survey map symbols and keys 	<ul style="list-style-type: none"> • Use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies • Use knowledge and understanding to suggest relevant geographical questions. • Identify bias in evidence. • Select and use appropriate skills and ways of presenting information to help me investigate places and environments. • Present findings both graphically and in writing using appropriate vocabulary. • Produce own maps of a familiar area using ordnance survey map symbols and key • <i>Climate graphs - monthly distribution rainfall/ temperature</i> 	<ul style="list-style-type: none"> • 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 • Use my knowledge and understanding to suggest relevant geographical questions • Select information and sources of evidence • Identify bias in evidence • Produce own maps of a familiar area using ordnance survey map symbols and key • <i>Climate graphs - monthly distribution rainfall/ temperature</i>
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Sir Edmund Hillary Primary School Geography Curriculum

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Disciplinary Knowledge</p>	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the physical and human geography of where they live with contrasting locations. • To notice and comment on similarities and differences of different places 	<ul style="list-style-type: none"> • Use maps and selected pages in an atlas to find out about the geography of the world. • Use Digimaps, Google earth and gather information • Carry out fieldwork • Scale • Identify that maps can represent areas of differing • Atlas - Philip's Infant School Atlas, Oxford First Atlas 	<ul style="list-style-type: none"> • Use atlases and map to find out the geography of the world • Use Digimaps, Google earth and gather • Carry out fieldwork • Scale • Identify that maps can represent areas of differing sizes (map of school, Worksop, UK, World) • <i>Use simple grid referencing A1, B1 etc</i> • Atlas - Philip's Infant School Atlas, Oxford First Atlas 	<ul style="list-style-type: none"> • Use maps and atlases of different scales to find out about the UK and Europe • Use digital maps and in the internet to research information (Digimaps, Google earth, etc.) • Carry out a range of fieldwork • Scale • Identify that maps can represent areas of differing sizes (map of school, Worksop, UK, World) • <i>Use simple 4 figure grid referencing</i> • Atlas - Philip's Junior School Atlas, Oxford First Atlas 	<ul style="list-style-type: none"> • Use maps and atlases of different scales to find out about the UK and Europe • Use digital maps and in the internet to research information (Digimaps, Google earth, etc.) • Carry out a range of fieldwork • Scale • Identify that maps can represent areas of differing sizes (map of school, Worksop, UK, World) • <i>Use simple 4 figure grid referencing</i> • Atlas - Philip's Junior School Atlas, Oxford First Atlas 	<ul style="list-style-type: none"> • Use maps and atlases of different scales to find out about the UK and Europe • Use digital maps and in the internet to research information (Digimaps, Google earth, etc.) • Carry out a range of fieldwork • Scale • Identify that maps can represent areas of differing sizes (map of Worksop, UK, World) • <i>Use simple 4 figure grid referencing</i> • Atlas - Philip's Junior School Atlas, Oxford First Atlas 	<ul style="list-style-type: none"> • Use maps and atlases of different scales to find out about the UK and Europe • Use digital maps and in the internet to research information (Digimaps, Google earth, etc.) • Carry out a range of fieldwork • Scale • Identify that maps can represent areas of differing sizes (map of Worksop, UK, World) • <i>Use simple 6 figure grid referencing</i> • Atlas - Philip's Junior School Atlas, Oxford First Atlas



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Long Term Plan for National Curriculum Coverage

	KS1 Cycle A	KS1 Cycle B	Y3/4 Cycle A	Y3/4 Cycle B	Y5/6 Cycle A	Y5/6 Cycle B
Autumn 1	The UK (location) Countries, capital cities and surrounding seas (OA)	Workshop and the surrounding area Villages, Towns and cities	Western & Southern Europe(OA) Region - Lazio Physical	UK Physical	Longitude & Time Zones, Satellites ⓄS	Indian Subcontinent Human & Physical ⓄH
Autumn 2	The UK (place) Countries, capital cities and surrounding seas	Workshop Fieldwork, compass points, locational language, map routes	UK Political Counties East Midlands /Yorkshire regional- types of settlement and land use	Hemispheres, Latitudes and Ocean Currents (OA/CQ) ⓄS	Fieldwork (OA)	Energy & Sustainability (OA) ⓄS,H
Spring 1	Our School Mapping, human and physical	The World Continents (mapping)	Rivers Local, UK & World (OA)	Natural Resources (OA) ⓄS	Local Fieldwork (OA)	Energy & Sustainability (OA) ⓄS,H
Spring 2	Weather in the UK	The World Continents and Climate	Water Cycle ⓄS		Biomes	Northern & Eastern Europe including Russia
Summer 1	Our World Oceans	Coast - Whitby (human ad physical)	Chesterfield Canal & Transport Local Land use ⓄH	UK Weather and World Climate(OA) ⓄS	North America/ Asia compared	South America - biomes/ deforestation ⓄS
Summer 2	Coast - Filey Human and physical	Compare locations - Port Macquarie	Biomes & vegetation belts(OA) ⓄS	Mountains, Volcanoes and Earthquakes(OA)		