



THE BATT C.E. SCHOOL

The Batt C.E. School & St Mary's CE Infant School

Geography Curriculum



Geography Knowledge Coverage

Year	Autumn	Spring	Summer
R	Locational knowledge Opportunities for children to take part in large projects following the children's countries of interest e.g. countries where family members and friends were born.	Human and physical geography Regularly discuss changes in environment e.g. the seasons. Experience talks from experts on issues such as climate change. Skills and fieldwork Use everyday language to describe position and distance both inside and outside.	Place knowledge Learning about life in Ghana and how day to day life and resources are different. Experiencing a day without their usual toys.
1	Locational Knowledge Know the names of the 4 countries that make up the UK and name the 3 main seas that surround the UK. Place knowledge Know features of hot and cold places in the world.	Human and physical geography Know which is the hottest and coldest season in the UK. Know and recognise the main weather symbols. Know the main differences between city, town and village. <i>Fieldwork: monitoring/forecasting the weather</i>	Skills and fieldwork Know where the equator, North Pole and South Pole are on a globe. Know which is N,E,S and W on a compass. Know their address, including postcode. Use aerial photos, construct simple maps. Undertake simple fieldwork within the school locality. <i>Fieldwork: creating a map of school grounds</i>

2	Locational Knowledge Know the names of and locate the 7 continents in the world. Know the names of and locate the five oceans of the world. Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland.	Human and physical geography Identify the following physical features: mountain, lake, island, valley, river, cliff, forest and beach. Explain some advantages and disadvantages of living in a city or village. Children to choose their own topic linked to 'Our World'. This could include environmental issues, animals, pollution, transport, choosing one particular country to study. Place knowledge Know the main differences between a place in England and that of a small place in a non-European country.	Skills and fieldwork Know and use the terminologies: left and right; below and next to. Use world maps, atlases and globes. Use simple compass directions. Use aerial photos, construct simple maps. Undertake simple fieldwork within the school locality. Human and physical geography Look at the journey of chocolate. Identify countries which grow cocoa beans. How do we transport goods to our country.
3	Locational knowledge Focus: Europe Know the names of and locate at least 8 European countries. Know the names of and locate at least 8 counties and 6 cities in England. Know the names of 4 countries from the southern and 4 countries from the northern hemisphere.	Human and physical geography Know what causes an earthquake. Label the different parts of a volcano. Place knowledge Know at least 5 differences between living in the UK and a Mediterranean country. <i>In depth study: Pompeii volcano</i>	Skills and fieldwork Use maps to locate European countries and capitals. Know and name the 8 points of a compass. <i>Fieldwork: exploring using a compass/simple grid references – relate to KS1 science work with shadows e.g. the Sun is due South at 12pm.</i>
4	Locational knowledge Focus: Europe continued – greater detail, links to history, Viking trade routes, place names change over time etc. Land use. Know the names of at least 8 major capital cities across the world. Know where main mountain regions are in the UK. Know name and locate the main rivers in the UK.	Human and physical geography Know and label the main features of a river. Explain the features of a water cycle Know the name of and locate a number of the world's longest rivers. Know why most cities are located by a river. <i>In depth study/fieldwork: Rivers</i>	Human and physical geography Know what is meant by biomes and what are the features of a specific biome. Label layers of a rainforest and know what deforestation is. Skills and fieldwork Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.

5	Locational knowledge Focus: World Know the names of a number of European capitals. Know the names of and locate, a number of South or North American countries.	Human and physical geography Know the names of a number of the world's highest mountains. Understand key features. Place knowledge <i>In depth study: Greece including mountains</i>	Skills and fieldwork Know how to use graphs to record features e.g. temperature or rainfall across the world. Know how to plan a journey within the UK, using a road map (could plan route to coastal work). <i>In depth study/fieldwork: Coasts</i>
6	Locational knowledge Focus: World continued Know about the time zones and work out differences.	Human and physical geography Know the names of and locate some of the world's deserts. Know why our industrial areas and ports are important. Know main human and physical differences between developed and third world countries. Place knowledge Know key differences between living in the UK and in South America with an historical focus on the Mayans.	Skills and fieldwork Use Google Earth to locate a country or place of interest and to follow the journey of the rivers etc. Know what most of the ordnance survey symbols stand for. Know how to use 6 figure grid references. <i>In depth study/fieldwork: Witney</i>

Geography Skills Progression

Aspect	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical study and fieldwork	Enjoy books about places	Show interest in what they see in field work Record what they have seen, in simple ways, including pictures and diagrams with labels Remember and talk about what was seen Use a digital camera to record what they see Collect simple statistics – longest, shortest, highest Fill in and use a class weather chart	Describe places using their characteristics and simple vocabulary – e.g. house, street, wood Make lists of places with similar characteristics – e.g. the seaside, towns Talk about places seen in books, videos, internet Describe different types of buildings Understand the concept of close and far away	Use prediction and prior knowledge to find out about unknown places, and combine this with observation Use a range of primary and secondary sources, including the internet, Google Earth, and questionnaires Suggest own ways of presenting information, including graphically and in writing Make detailed and labelled field sketches Make field measurements over time Collect statistics and present	Draw on own knowledge and understanding when setting up a field work investigation Examine, question, analyse what is discovered, using a range of evidence Discriminate between different sources of information Test conclusions for accuracy Measure wind speed, rainfall and noise levels Make good use of ICT in charts and graphs Use a database to find out information Make a database to record information	Suggest suitable questions for a field work study Rank information found, into order of importance Come to accurate conclusions, using information Make careful measurements - e.g. rainfall, noise level, distance Collect statistics about people and places Begin to use a range of graphs, including pie charts	Suggest relevant issues for further study Carefully select sources of evidence, and sift information Collect statistics about people and places, and set up a database from fieldwork or research Analyse data – e.g. population data - using similarity and difference Speculate and hypothesise about what is found Suggest plausible conclusions, and back up with evidence

				them appropriately Record information on charts, graphs and tables Collect temperature and rainfall using a range of instruments, and compare these with information from the internet to discuss weather and climate Begin to use the computer to draw graphs	Prepare questionnaires to investigate people's views on an environmental issue Offer explanations for some features seen in field work, underlying reasons for observations, giving own views and judgements		
Maps	Use tracks on a carpet with cars Play with a globe	Show interest in what they see in field work Record what they have seen, in simple ways, including pictures and diagrams with labels	Identify features on a map Know the main aspects of the British Isles using maps Draw simple maps and plans, sometimes with keys	Draw maps of local places, including sketches from field work Use and draw maps with a simple key Use maps with simple grid references	Read and use the symbols on an OS map Use four figure grid references to locate points on a map Identify time differences around the world	Work out a journey time, using their knowledge of time zones Use and understand simple scale	Use 6 figure grid references Use a compass to follow a route

		Remember and talk about what was seen Use a digital camera to record what they see Collect simple statistics – longest, shortest, highest Fill in and use a class weather chart	Make a plan of the classroom Mark some locations on a map of UK – our town, our school visit, my holiday Identify the main regions of the world – continents, equator, tropics Begin to use concepts of NSEW	Work out routes on maps and plans Find longest and shortest routes using maps Plan routes using 4 points of the compass Compare information from atlases with that from a globe Use atlases which show physical and human features Use contents and index pages of an atlas	Plan a route and work out distance using map scales		
Knowledge and understanding	Show interest in a continuous provision area such as a travel agents	Describe places using their characteristics and simple vocabulary – e.g. house, street, wood Make lists of places with similar	Recognise characteristic physical and human features of places - built up, noisy, busy. Identify parts of some physical	Work out a location using a range of information Understand the different uses of different places Understand that different places	Begin to recognise geographical patterns, and identify through aerial photographs Understand why people choose to	Begin to understand geographical pattern – e.g. industry by a river Describe and begin to explain patterns and	Suggest how human activities can cause changes to environment and to the different views people hold Recognise dependent links

		characteristics – e.g. the seaside, towns Talk about places seen in books, videos, internet Describe different types of buildings Understand the concept of close and far away	features – e.g. coast Understand similarities and differences in places Use aerial photographs to identify land use and other geographical features Know that places are linked by paths or roads Express views about local area and environment Use vocabulary of size to classify –hamlet, town, city	may have similar / different characteristics and give reasons for these Understand and use the concept of reciprocal link between physical and human features Describe and identify how a place has changed Understand how economic development can change a place Identify the parts of a river, and land use around and how these can change people's lives Express views and recognise how people affect the environment, summarising the issues	live in contrasting areas Compares the lives of people in two different environments or places Understand how people can both improve and damage the environment Explain the process of erosion and deposition, and its effects on people Consider the future of some physical and human features, based on an understanding of change Explain their own views on environmental change and topical issues and compare these with the views of others,	physical and human changes Describe how change can lead to similarities between different places Justify own viewpoint or decision, and use new information to adapt their own viewpoint	and relationships in both human and physical geography Make a plausible case for environmental change Interpret other people's arguments for change, analysing and evaluating their viewpoints
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				Suggest ways of improving local environment Understand how weather changes an environment Know the difference between weather and climate Suggest ways towards a reduction in climate change	evaluating the arguments of each		
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