



Rationale: The geography curriculum aims to develop contextual understanding of local and global locations that inspire curiosity about the wider world, whilst gaining knowledge of cultural differences. To ensure the children develop a curiosity and fascination about the world around them; developing deep understanding of the interaction of physical and human processes, and for the children to have a clear understanding of place – how does their locality fit into the wider world.

<p>Intent: To broaden children’s knowledge of the world in which they live. To give pupils an interest in the world and the people living in it, through a gained understanding of processes that shape the land and society. For children to name and locate continents and countries within the UK and beyond.</p>	<p>Implementation: The children will use first-hand practical resources. They will be taught to use aerial photographs, maps, globes and atlases confidently. They will use digital mapping. Expert knowledge will be imparted from experienced visitors. The children will be provided with fieldwork opportunities. Through fieldwork, pupils will be given the knowledge and understanding of geographical processes.</p>	<p>Impact: Pupils’ knowledge and confidence of physical and human geography both locally and globally will improve. Pupils will question ethically how we use the world we live in and how we can preserve it for future generations.</p>
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	EYFS Checkpoints	Y1 /2 Cycle A		Y1 / Y2 Cycle B		Y3 /4 Cycle A	
Key concepts							
In EYFS, pupils begin to understand their locality, the wider world, phenomena, such as the weather and seasons. We compare our locality to other localities, to compare the differences and similarities.		Knowledge	skills	knowledge	skills	knowledge	skills
Local Area	PCC2, PCC3 I can talk about where I live, animals from hot and cold countries. I can talk about cultures from around the world such as: Chinese New Year, Diwali. I can talk about my local community and show interest in my immediate community.	I know the features of our local area (specific focus on a local park).	To name examples of features of our local area.	I know the features of our local area (specific focus on their house, street and proximity to school).	To name examples of features of our local area.	I know where Redcar is and can locate in on a map. I can locate other key places (cities, landmarks) within the UK.	I can use local maps to find out more about my area. (Y3) I can use local maps to describe my local areas using grid references (Y4)
Locational/ Place knowledge	PCC1 PCC2, PCC3, NW2 I can talk about where I live, animals from hot and cold countries. I can talk about cultural celebrations from around the world such as: Christmas, Chinese New Year, Diwali. I can begin to recognise simple features on a map.	I know the four countries in the UK.	I can name and locate the seven continents and the five oceans. I can locate the four UK nations on a map and talk about their characteristics. I can compare similarities and differences between the UK and a contrasting non-European country	I know the names and locations of the 4 countries within the UK.	I can interpret aerial photographs.	I know the countries that make up the United Kingdom and the capital of each country. I can compare similarities and differences between the UK and a contrasting country.	I can use maps, globes and atlases and technology to answer questions. (Y3) I can match capital city to country to continent for UK, France, Australia, India, Germany and Spain. (Y4) I can match capital city to country to



							continent for UK, France, Australia, India, Germany and Spain.
Human and physical geography	NW1. NW2, NW3 I can discuss the changes in the environment drawing on autumn and winter changes. I can use my senses to explore the environment.	I know that the weather changes within different places. I know that countries closer to the equator are hotter.	I can explain the different weather between places.	I know where my locality is in relation to the UK.	I can use satellite images to locate the UK and Europe.	I understand the processes involved in the water cycle. I know how volcanoes are formed and the location of Mount Vesuvius. I know about major tectonic plates around the world.	I can explain how human and physical features within the UK have changed over time (Y3) I can explain how human and physical features within the UK have changed over time and give reasons for why things might have changed. (Y4)
Skills and fieldwork Using the process: - Investigate - Results - Diagram - End review / evaluation)	N/A	I know the terms and map symbols of basic human and physical features e.g., toilets, trees, paths and play area. I can use simple compass directions.	I can describe the key features of an area. I can identify geographical features on a photograph. I can use locational and directional language.	I know the human and physical features of my locality.	I can use maps, aerial photographs and plans to locate areas on the school site. I can use locational and directional language.	I understand primary sources of information.	I can use and follow positional language. (Y3) I can use positional language to direct others (Y4)
Linear themes							
Data collection	N/A	I know how to record data using a simple diagram and/or IT.	With support, I can collect relevant data.	I know how to record data using a simple diagram and/or IT.	With support, I can collect relevant data	I know how data can be collected.	I can use random sampling to collect data.
Map skills	I can begin to recognise simple features on a map.	I can create a simple map of a park. I know the 4 main points of the compass and use these in games and activities.	I can recognise the correct proximity of features on a map. I can create a simple map using correct map symbols. I can use maps, atlases and globes.	I can create a simple map of our local area including our school, the church and if appropriate their street. I know the 4 main points of the compass and use these in games and activities.	I can recognise the correct proximity of features on a map. To use the correct map symbols.	I know the 8 points of the compass.	I can give 4 figure grid references (Y3) I can give 8 figure grid references (Y4)
Knowledge of the world	I can talk about where I live. I can talk about animals from hot and cold countries.	I can name the seven continents and five oceans. I can name hot and cold places in the world.	I can use a map to locate the 7 continents and 5 oceans. I can locate and identify hot and cold places in the world on a map.	I know the continents and oceans of the world.	I can use world maps, globes and simple atlases.	I know the continents and largest countries in Europe.	I can name the continents and recognise them on maps. (Y3) I can name the continents and recognise them on



	I can talk about cultural celebrations from around the world such as: Christmas, Chinese New Year, Diwali.	I know the similarities and differences between Redcar and a town in Africa.	I can locate Africa using a map.				maps, satellite images and globes. (Y4)
Environmental impact	I can talk about how things change over time. I can begin to understand basic recycling and reusing items.	I know how to look after the local environment. I know how to play my part in looking after our world.	I can name ways in which I can look after the local area and the wider world.	I know that human activity can affect the habitats of different animals.	I can explain the impact and interaction between humans and the flora and fauna of a locality.	I can give ways that humans impact upon the environment.	I can investigate ways that humans are impacting upon the environment. (Y3) I can investigate ways that humans are impacting upon the environment and give ways to minimise this impact. (Y3)
Experiences	Cultural days, Beach school, visits to local community, including sea front and park. Visitors into school.	Visit to the park.		Guisborough Forest visit – Focus on habitats.		Beach School- Using compasses on the beach to show direction of key land marks. Making maps to show up to 8 figure grid references	

		Y3 / Y4 Cycle B		Y5 /6 Cycle B		Y 5 /Y6 Cycle A	
Key concepts							
		Knowledge	Skills	knowledge	Skills	Knowledge	Skills
Local area		I know where Redcar is and can locate in on a map. I can locate other key places (cities, landmarks) within the UK.	I can use local maps to find out more about my area. (Y3) I can use local maps to describe my local areas using grid references (Y4)	I know about the land use and biome of Marske/Errington Woods	I can identify, using maps and atlases, features of local woods.	I know about coastal landforms of my local area.	I can use maps and atlases to locate the features of local coastlines. (Y5+6)
Place knowledge		I can name and locate on a map of the world, the continents and oceans. I know specific countries and regions in Europe.	I can use maps, globes and atlases and technology to answer questions. (Y3) I can match capital city to country to continent for UK, France, Australia, India, Germany and Spain. (Y4) I can compare similarities and differences between	I know about a region of South America (Amazon, Brazil). I can identify the horizontal and vertical structure of the rainforest. I know some of the countries that make up South America.	I can use atlases, maps, globes and digital mapping to locate and describe some of the features of the rainforest. (Y5) I can use atlases, maps, globes and digital mapping to locate and describe the features of the rainforest. (Y6)	I know about the River Nile and Egypt. I know where the source of the Nile is and where the river flows to. I know where Greece is located and understand its place within Europe.	I can identify Egypt and the River Nile on a map. (Y5) I can identify Egypt and the River Nile and surrounding countries on a map. (Y6)



			the UK and a contrasting country.	I know about land use, biomes and the physical geography of the Amazon	I can use maps and atlases to locate some of the countries that make up South America. (Y5) I can identify climatic zones on a world map. (yr5+6) I can compare similarities and differences between the UK and a contrasting country.		
Human and physical geography		<p>I know and understand geographical similarities and differences of physical and human geography.</p> <p>I know differences between coast and country.</p> <p>I know the difference between villages, towns and cities.</p> <p>I know the key landforms including hills, mountains, coast and rivers of the UK.</p>	<p>I can use sources to choose a place where an Anglo-Saxon settlement could be located. (Y3)</p> <p>I can use sources to choose a place where an Anglo-Saxon settlement could be located and give reasons for my choice. (Y4)</p>	<p>I know about the physical and human geography of Brazil and the Amazon rainforest.</p> <p>I understand the key aspects of biomes and vegetation belts.</p>	<p>I can describe and understand the key aspects of types of settlement and land use and the distribution of natural resources including energy and food.</p>	<p>I know that different areas have different types of economy and land use, and this is often linked to the physical geography of the environment.</p> <p>I understand the key aspects of climate zones.</p>	<p>I can compare the human geography – economic activity and resources of the Nile to an area of the UK- Tees. (Y5)</p> <p>I can compare the human and physical geography – economic activity and resources of the Nile to an area of the UK- Tees. (Y6)</p> <p>I can describe and understand the key aspects of types of settlement and land use and the distribution of natural resources including minerals and water. (Y5+6)</p>
<p>Skills and fieldwork</p> <p>Using the process:</p> <ul style="list-style-type: none"> - Investigate - Results - Diagram - End review / evaluation) 		<p>I know how to use a key on a map.</p>	<p>I can use an 8-point compass and 4 figure reference grids accurately and confidently (Y3)</p> <p>I can give 8 figure grid references (Y4)</p>	<p>I know how the colours on OS and orienteering maps are used to give the topography and land use of an area.</p> <p>I know how to interpret a map, hypothesise and then investigate before reviewing the land use of an area in the North York Moors.</p>	<p>I can use keys to help me interpret the symbols on an OS map.</p> <p>I can investigate, record results and review data in order to draw a conclusion against a hypothesis.</p>	<p>I know the importance of accurate recording of information.</p>	<p>I can take part in fieldwork (River Tees) to observe, measure, record and plan routes. (Y5+6)</p> <p>I can use the 8 points of a compass and 6 figure grid references accurately and confidently. (Y5+6)</p> <p>I can plan routes and identify possible landmarks from a map and key. (Y5)</p> <p>I can efficiently plan routes and identify possible</p>



							landmarks from a map and key. (Y6)
Linear themes							
Data collection		I know that food comes from various locations from around the world.	I can use a map to see the journey that food makes	I know how to systematically collect data so that it can be used to evaluate a hypothesis.	I can collect numerical data around the use of land and represent this cartographically.	I know how to systematically collect data so that it can be used to evaluate a hypothesis.	I can collect data from field work and use it to record specific information. (Y5) I can collect data from field work and use it appropriately to prove a hypothesis. (Y6)
Map reading		I know how to use 4 figure grid references and 8 points of compass. I know the 8 points of a compass relate to angles (magnetic bearings).	I can use 4 figure grid references to make a map of the school. I can use a navigational compass.	I know that the earth is divided with longitudinal and latitudinal lines. I know the position of the Northern and Southern hemisphere and the Antarctic and Arctic circles. I know the position of the Prime/ Greenwich Meriden and time zones.	I can begin to use longitude and latitude to specify location. (Y5) I can use longitude and latitude to specify location. (Y6)	I know how to use contours and discuss the topography of the River Tees/NE Coast.	I can use 4 and 6 figure grid references to plan routes from OS maps. (Y5+6)
Knowledge of the world		I know that the countries that are within the tropics of Cancer and Capricorn have the warmest climates in the world.	I can identify the tropics of Capricorn and Cancer and the equator on a world map or atlas and name some countries that are within the tropics.	I understand the importance of the rainforest for the future of the planet.	I can explain about deforestation and cattle farming.	I know about how coastal features/rivers are formed.	I can contrast river environment of the Nile to the river environment of the Tees. (Y5+6)
Environmental impact		I can give ways that humans impact upon the environment. I can say how humans are impacting upon specific localities such as rainforests.	I can investigate ways that humans are impacting upon the environment. (Y3) I can investigate ways that humans are impacting upon the environment and give ways to minimise this impact. (Y3)	I understand the impact of cutting down the rainforest and how this impacts the whole world.	I can discuss the impact locally on wildlife, people and beyond, due to human activity.	I know about possible environmental issues caused by industry and tourism.	I can compare the industry and tourism of the Egypt and the Nile to Teesside and the River Tees. (Y5) I can compare the industry and tourism of the Egypt and the Nile to Teesside and the River Tees, suggesting reasons for the differences. (Y6)
Experiences		Beach school – human impact on local area. Litter picking, link to recycling plastic waste.		Beach school- beach clean, analyse of objects found on the beach what they are made from, used for and where they were made. Beach survey- types of litter categorise using Venn diagram and Carrol diagram.		Virtual field trip to Everest High Force RESIDENTIAL – Adventurous and skills acquisition	



Zetland Primary School

Curriculum skills and knowledge document

GEOGRAPHY