



Greasley Beauvale Primary School Geography Curriculum



	Country Focus	Knowledge <i>Objectives in blue are used to inform the fieldwork focus question</i>	Skills and fieldwork	Vocabulary
Nursery				
Reception		<p><u>Locational Knowledge</u> To know that there are different countries in the world.(UTW)</p> <p><u>Place Knowledge</u> To recognise some environments are different to the one they live in. (UTW) To recognise some similarities and differences between life in this country and life in other countries. (UTW)</p> <p><u>Human and Physical Geography</u> To understand the effect of changing seasons on the natural world around them.(UTW)</p>	<p>To describe what they see, feel and hear when they are outside. (UTW)</p> <p>To explore the natural world around them. (UTW)</p> <p>To draw information from a simple map. (UTW)</p>	<p>World</p> <p>England</p> <p>Country</p> <p>Autumn</p> <p>Winter</p> <p>Summer</p> <p>Spring</p> <p>Map</p>
Year 1	United Kingdom	<p><u>Locational Knowledge</u> To name, locate and identify characteristics of the 4 countries of the UK. To name, locate and identify characteristics of the 4 capital cities of the UK.</p> <p><u>Place Knowledge</u></p> <p><u>Human and Physical Geography</u> <i>To identify seasonal and daily weather patterns in the UK.</i> To use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> - <i>Key physical features including: season and weather</i> - Key human features including: city, town, village </p>	<p>To use world maps, atlases and globes to identify the UK and its countries.</p> <p>To use locational and directional language (eg. near, far, left, right) to describe the location of features.</p> <p>To devise a simple map.</p> <p>To use and construct basic symbols in a key.</p> <p><u>What is the weather like in my local area?</u> To use simple fieldwork and observational skills to study the geography of their school and grounds.</p>	<p>United Kingdom</p> <p>Country</p> <p>Capital City</p> <p>Town</p> <p>Village</p> <p>Seasons</p> <p>Weather</p> <p>Map</p> <p>Key</p> <p>Near</p> <p>Far</p> <p>Left</p> <p>Right</p>
Year 2	Kenya	<p><u>Locational Knowledge</u> To name and locate the world's seven continents. To name and locate the world's seven oceans.</p> <p><u>Place Knowledge</u> To understand geographical similarities and differences through studying the <i>human and physical geography of a small area of the UK</i> and a small area in a contrasting non-European country.</p> <p><u>Human and Physical Geography</u></p>	<p>To use world maps, atlases and globes to identify the continents and oceans.</p> <p>To use world maps, atlases and globes to identify Africa and Kenya.</p> <p><u>What human and physical features can be found in my local area?</u></p>	<p>Continent</p> <p>Ocean</p> <p>Human features</p> <p>Physical features</p> <p>North Pole</p> <p>South Pole</p> <p>Equator</p> <p>Compass points</p> <p>Landmark</p>



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		<p>To identify the location of hot and cold areas of the world in relation to the North Pole, South Pole and the Equator.</p> <p>To use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> - Key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation. - Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>To use simple compass directions to describe the location of features and routes on a map.</p> <p>To use simple fieldwork and observational skills to study the key human and physical features of the school's surrounding environment.</p> <p>To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>To devise a simple map.</p> <p>To use and construct basic symbols in a key.</p>	<p>Map Key</p>
Year 3	<p>United Kingdom</p> <p>Italy</p> <p>Mountains, volcanoes and earthquakes</p>	<p><u>Locational Knowledge</u></p> <p>To locate the worlds countries, using maps to focus on Europe (including Russia)</p> <p>To use maps to identify environmental regions, key physical and human characteristics, countries and major cities of Europe.</p> <p>To locate and name counties and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> <p>To identify key topographical features of counties of the UK (hills, mountains, coasts and rivers) and understand how these have changed over time.</p> <p>To identify key topographical features of Italy: mountains and volcanoes.</p> <p><u>Place Knowledge</u></p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region of the UK.</p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p><u>Human and Physical Geography</u></p> <p>To describe and understand key aspects of physical geography including mountains, volcanoes and earthquakes.</p> <p>To describe and understand key aspects of human geography including types of settlement and distribution of natural resources including food and energy. (pros and cons of farming near a volcano, fracking causing earthquakes)</p>	<p>To use maps, atlases and globes to locate Italy and describe features studied.</p> <p><u>What human and physical features can be found in Nottinghamshire?</u></p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>To use sketch maps, plans and graphs and digital technologies.</p> <p>To use the four points of a compass.</p> <p>To use symbols and keys (ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.</p>	<p>Continents</p> <p>Human features</p> <p>Physical features</p> <p>Compass points</p> <p>Country</p> <p>City</p> <p>County</p> <p>Mountain</p> <p>Volcano</p> <p>Earthquake</p> <p>Coast</p> <p>River</p> <p>Settlement</p> <p>Natural resources</p> <p>Tectonic plates</p>
Year 4	Egypt	<p><u>Locational Knowledge</u></p> <p>To locate the worlds countries using maps to focus on Africa.</p> <p>To use maps to identify environmental regions, key physical and human characteristics, countries and major cities of Africa.</p>	<p>To use maps, atlases and globes to locate Egypt and describe features studied.</p> <p>To use the eight points of a compass.</p> <p>To use four figure grid references.</p>	<p>Human features</p> <p>Physical features</p> <p>Coast</p> <p>River</p>



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Year 5	Brazil Climate change/ deforestation	<p><i>To identify key topographical features including coasts and rivers and understand how these have changed over time.</i></p> <p>To identify the position and significance of longitude, latitude, the Equator and the Tropics of Cancer and Capricorn.</p>	<p>To use symbols and keys (ordnance survey maps) to build their knowledge of the wider world.</p> <p><u>How does water travel along a river?</u></p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>To use sketch maps, plans and graphs and digital technologies.</p>	<p>Longitude Latitude Equator Tropic of Cancer Tropic of Capricorn Water Cycle Minerals Natural resources Grid reference</p>
		<p><u>Place Knowledge</u></p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region within Africa.</p>		
		<p><u>Human and Physical Geography</u></p> <p><i>To describe and understand key aspects of physical geography including rivers and the water cycle.</i></p> <p>To describe and understand key aspects of human geography including distribution of natural resources including water and minerals.</p>		
Year 5	Brazil Climate change/ deforestation	<p><u>Locational Knowledge</u></p> <p>To locate the worlds countries using maps to focus on North and South America.</p> <p>To use maps to identify environmental regions, key physical and human characteristics, countries and major cities of North and South America.</p> <p>To identify the position and significance of longitude, latitude, the Equator and the Tropics of Cancer and Capricorn.</p>	<p>To use maps, atlases and globes to locate Brazil and describe features studied.</p> <p>To use the eight points of a compass.</p> <p>To use four and six figure grid references.</p> <p>To use symbols and keys (ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p><u>What impact has land development had on our local area?</u></p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area.</p> <p>To use sketch maps, plans and graphs and digital technologies.</p> <p>To use symbols and keys (ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>To use four and six figure grid references.</p>	<p>Human features Physical features Compass points Grid reference Longitude Latitude Equator Tropic of Cancer Tropic of Capricorn Climate zone Biome Vegetation belt Settlement Land development Natural resources Deforestation Fossil fuel</p>
		<p><u>Place Knowledge</u></p> <p>To understand geographical similarities and differences through the study of human and physical geography of a region within North or South America.</p>		
		<p><u>Human and Physical Geography</u></p> <p>To describe and understand key aspects of physical geography including climate zones, biomes, vegetation belts and the water cycle.</p> <p><i>To describe and understand key aspects of human geography including types of settlement, land use, economic activity and the distribution of natural resources including energy (deforestation, fossil fuels, land development etc)</i></p>		
Year 6	Antarctica	<p><u>Locational Knowledge</u></p> <p>To locate the worlds countries using maps to focus the Arctic and Antarctic circle.</p>	<p>To use maps, atlases and globes to locate Antarctica and describe features studied.</p> <p>To use the eight points of a compass.</p>	<p>Human features Physical feature</p>



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	Solar energy	To identify the position and significance of the Northern and Southern Hemisphere, Arctic and Antarctic Circle, the Prime Meridian and time zones (including day and night) .	To use four and six figure grid references. To use symbols and keys (ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.	Northern Hemisphere Southern Hemisphere Arctic circle Antarctic circle Prime Meridian Time zones Climate zones Land use Biome Vegetation belt Ice sheet Tundra
	<u>Place Knowledge</u>	To understand geographical similarities and differences through the study of human and physical geography of a region within Arctic or Antarctic Circle.	<u>Could our community be powered by solar energy?</u> To use fieldwork to observe, measure, record and present the human and physical features in the local area. To use sketch maps, plans and graphs and digital technologies.	
	<u>Human and Physical Geography</u>	To describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts (including ice sheet and tundra) To describe and understand key aspects of human geography including types of settlement, land use, economic activity including trade links and the distribution of natural resources including energy .	To use four and six figure grid references. To use symbols and keys (ordnance survey maps) to build their knowledge of the United Kingdom and the wider world.	