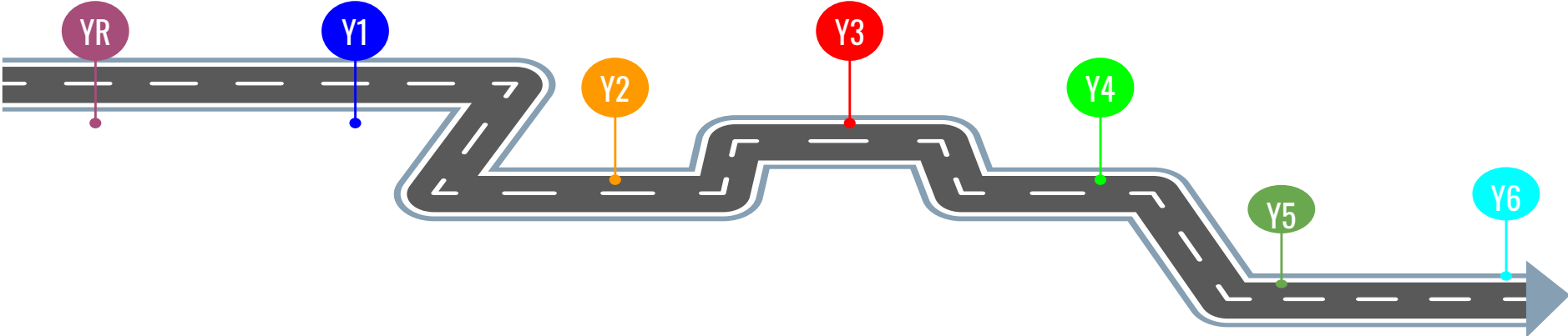
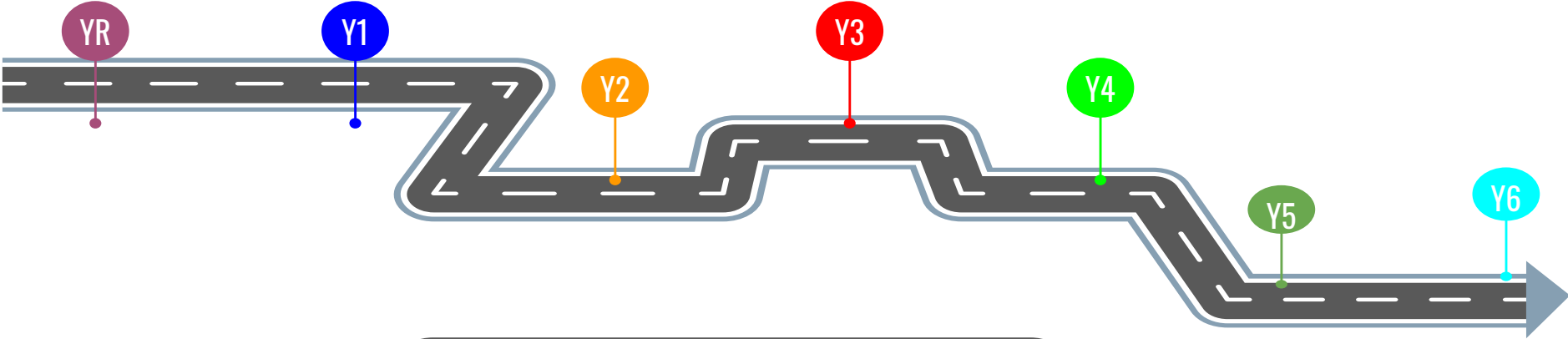


Houghton Primary School: GEOGRAPHY



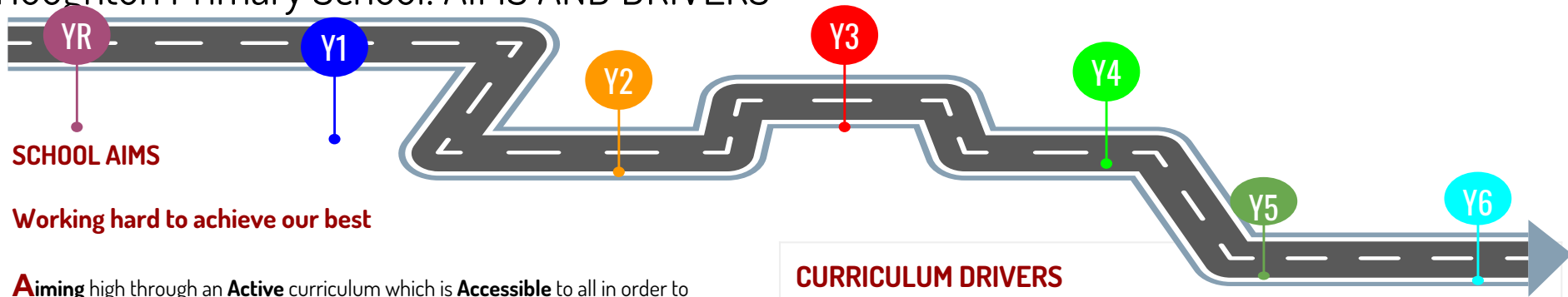
GEOGRAPHY
CURRICULUM

Houghton Primary School: GEOGRAPHY



GEOGRAPHY CURRICULUM
INTENT

Houghton Primary School: AIMS AND DRIVERS



SCHOOL AIMS

Working hard to achieve our best

Aiming high through an **A**ctive curriculum which is **A**ccessible to all in order to **A**chieve the very best that we can

Challenging ourselves within a culture of **C**are, **C**ooperation and **C**ommunity

Helping each other to achieve within a **H**appy, **H**ealthy and **H**ard-working environment

Inspiring others to be **I**ndependent, **I**nvolved and ever **I**mproving

Expecting the very best of ourselves and others and always aiming to be **E**xcellent in all that we do

Valuing every individual and providing **V**aried learning experiences

Encouraging everyone through our **E**nthusiasm and **E**agerness to be our very best

CURRICULUM DRIVERS

Oracy to place speech and communication at the heart of our curriculum enabling our children to speak confidently, appropriately and sensitively, learning through talk and deepening understanding through dialogue.

Diversity to develop our children's horizons and understanding of a variety of lifestyles within a broad, cultural curriculum

Environment to continue to reinforce that we value the environment and feel passionate about its management

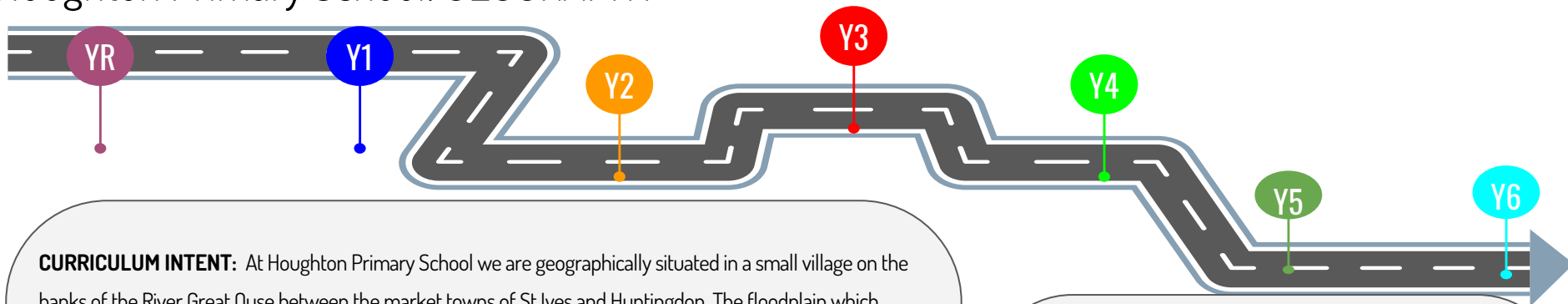
Risk because children need to learn to assess and manage risks by having fun and a little bit of danger!

Community to develop our wish to be a central part of the local, national and world community

Enquiry to encourage our children to be inquisitive, to ask questions and be resourceful, persistent and independent in their learning.

Enterprise to support our children in developing more independence and the opportunity to show initiative

Houghton Primary School: GEOGRAPHY



CURRICULUM INTENT: At Houghton Primary School we are geographically situated in a small village on the banks of the River Great Ouse between the market towns of St Ives and Huntingdon. The floodplain which houses Houghton Meadow is a site of special scientific interest. The local area is developing with new housing and road links to accommodate a growing population. We therefore have planned our curriculum to ensure that this contextual geography threads through our studies where and when appropriate and seek to study contrasting areas to support children's understanding and sense of 'place', both physically and in terms of human impact.

We follow the National Curriculum Geography programmes of study, but aim to develop children's geographical through a topic based approach which links particularly to our history and science curriculums. We have identified the key geographical knowledge that is important within our context. This, together with clearly identified skills progression and a topic approach which makes good connections with other subjects, supports the development of our children's knowledge and understanding within this subject.

We take every opportunity to ensure that our school curriculum drivers of oracy, diversity, community, environment and enquiry remain central to our approach for this subject area.

NC PURPOSE OF STUDY: A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should 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. 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.

Houghton Primary School: GEOGRAPHY

Spiritual, Moral, Social and Cultural Development
through GEOGRAPHY

YR

Y1

Y2

Y3

Y4

Y5

Y6

SPIRITUAL

Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far reaching consequences. Understanding that all life is linked together and create the processes that make Earth the only known inhabited planet.

MORAL

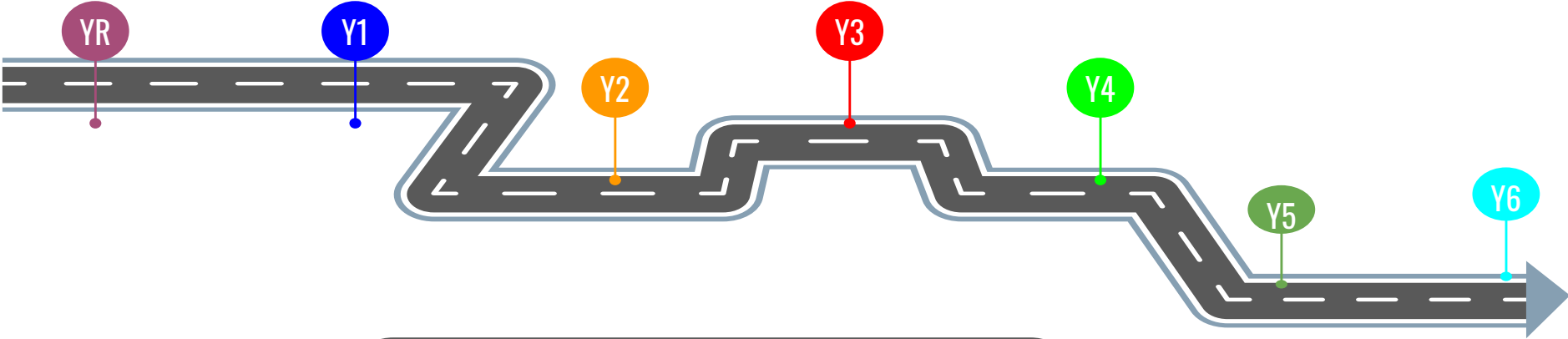
Geography supports moral development by looking at a range of moral issues such how the development of cities have put pressure on wildlife. We cover moral issues of an ever increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of it on global warming.

SOCIAL

Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.

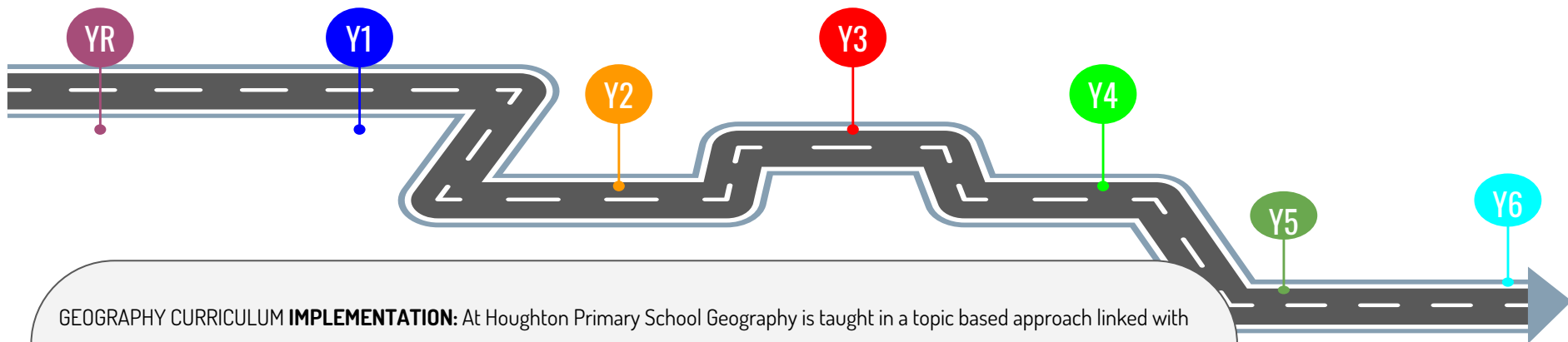
CULTURAL

Geography supports cultural development by helping children to understanding different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places such as Egypt, Italy and Greece and are introduced to their customs and traditions allowing pupils to develop their humility and an understanding of the world as a global community.



GEOGRAPHY CURRICULUM
IMPLEMENTATION

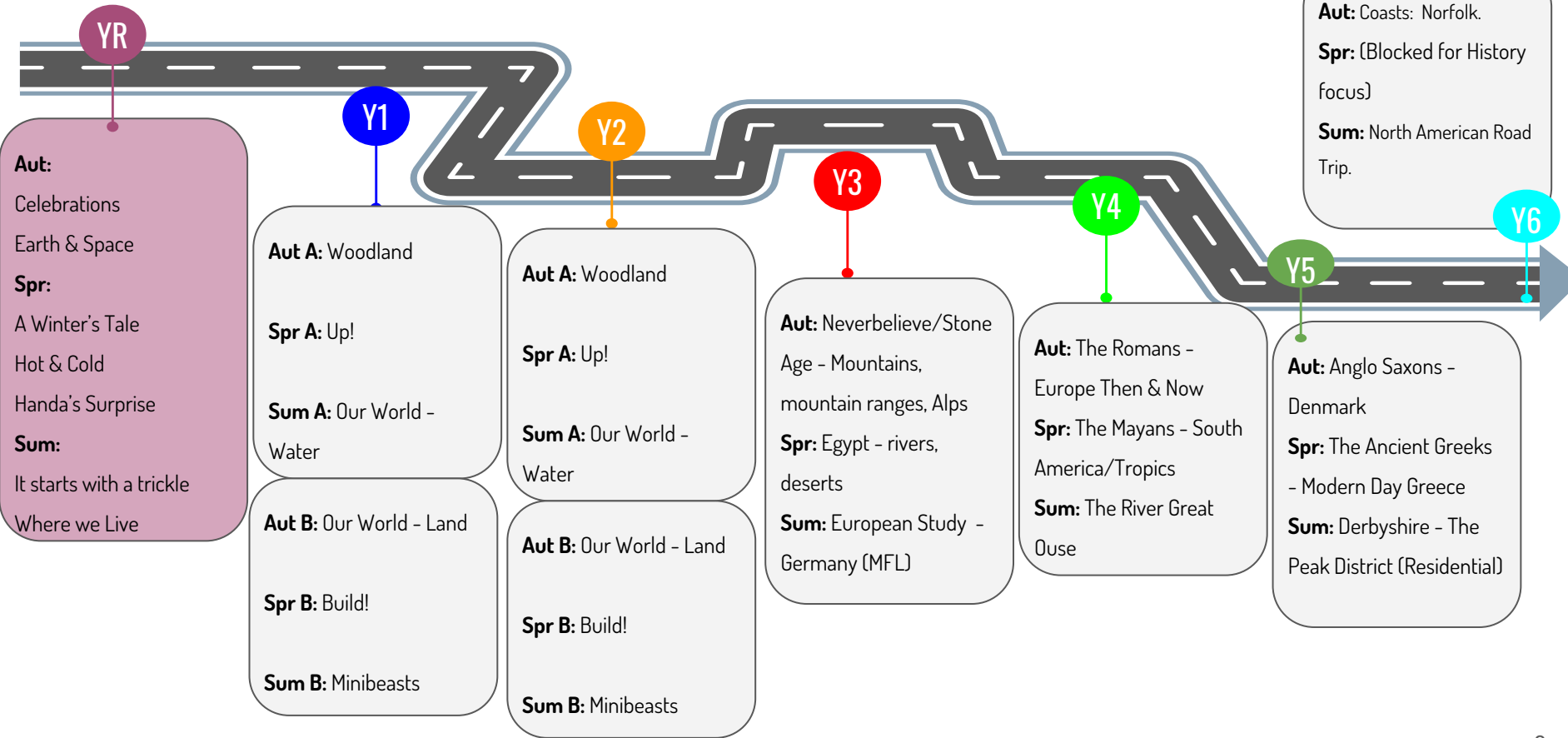
Houghton Primary School: GEOGRAPHY



GEOGRAPHY CURRICULUM IMPLEMENTATION: At Houghton Primary School Geography is taught in a topic based approach linked with other curriculum areas, most notably History and Science.

As we are lucky to live in such a beautiful village we spend lots of time walking around and exploring our locality to find out about the human and physical features of our village and develop our mapping and fieldwork skills. We explore maps of our locality, UK and the world and use our knowledge of our locality to help us to understand how other places are similar and different, drawing direct comparisons to aid our understanding based upon climate, population, size, location and other key geographical features. As stated, we work cross curricularly and also draw upon art and DT as subject areas to further develop our curiosity and understanding of geographical facts and concepts.

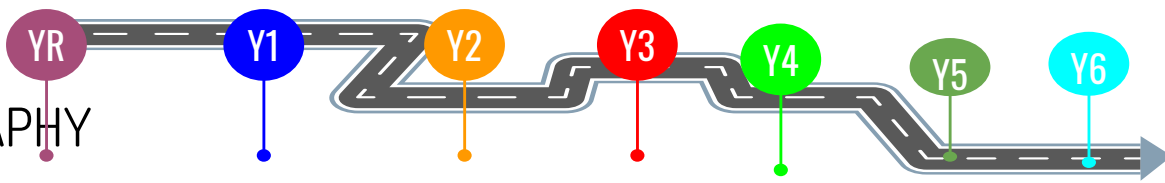
Houghton Primary School: GEOGRAPHY THEMES



EYFS Understanding the World Educational Programme (Statutory) Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

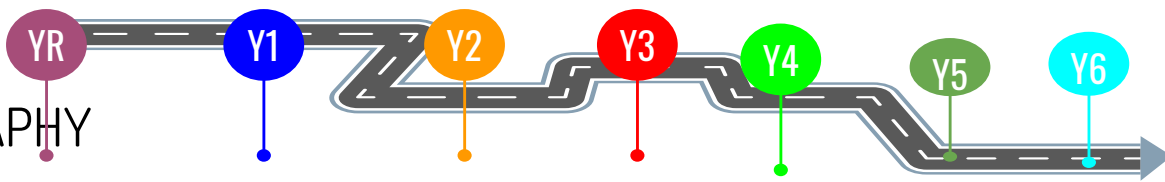
EYFS/NC Statements	Autumn	Spring	Summer
<p>Reception</p> <p>Key vocabulary: Village, road, house, farm, world, globe, earth, map, hot, sunny, seasons, cold, snow, weather, manmade, natural</p>	<p>TOPIC: Autumn Describe the immediate environment, using new vocabulary where appropriate. Observe the natural world and how the seasons change, talking about the weather and seasonal features. Note and record the weather. Use images and texts to share with children about the changing seasons.</p> <p>TOPIC: Celebrations Recognise some similarities and differences between life in this country and life in other countries. Explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping)</p> <p>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</p> <p>TOPIC: Earth & Space Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom</p>	<p>TOPIC: A Winter's Tale Describe the immediate environment, using new vocabulary where appropriate. Observe the natural world and how the seasons change, talking about the weather and seasonal features. Note and record the weather. Use images and texts to share with children about the changing seasons.</p> <p>TOPIC: Hot & Cold Talk about a range of contrasting environments within their local region. Find out about places in the world that contrast with locations they know well. Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Share non-fiction texts that offer an insight into contrasting environments.</p> <p>TOPIC: Handa's Surprise Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.</p>	<p>TOPIC: It starts with a trickle Describe the immediate environment, using new vocabulary where appropriate. Observe the natural world and how the seasons change, talking about the weather and seasonal features. Note and record the weather. Use images and texts to share with children about the changing seasons. Model the vocabulary needed to name specific features of the world, both natural and made by people.</p> <p>TOPIC: Where we live Know the name of the road, and town that school is located in. Talk about a range of contrasting environments within their local region. Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features. Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with. Draw information from a simple map.</p>

Houghton Primary School: GEOGRAPHY



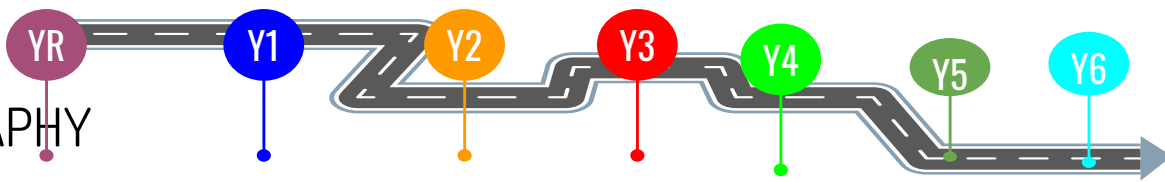
NC Statements	Autumn	Spring	Summer
<p>KS1 (Topic Cycle A)</p> <p>Children will be taught to:</p>	<p>TOPIC: WOODLANDS Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>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</p> <p>Devise a simple map; and use and construct basic symbols in a key</p>	<p>TOPIC: UP! Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>	<p>TOPIC: OUR WORLD - WATER 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</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and UK's surrounding seas.</p> <p>Name and locate the world's seven continents and five oceans</p>

Houghton Primary School: GEOGRAPHY



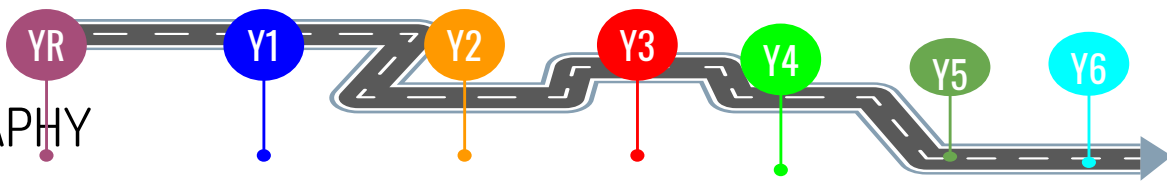
NC Statements	Autumn	Spring	Summer
<p>KS1 (Topic Cycle B)</p> <p>Children will be taught to:</p>	<p>TOPIC: OUR WORLD - LAND Name and locate the world's seven continents and five oceans.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</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 contrasting non-European country</p>	<p>TOPIC: BUILD! Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Identify seasonal and daily weather patterns in the United Kingdom</p>	<p>TOPIC: MINIBEASTS Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p>

Houghton Primary School: GEOGRAPHY



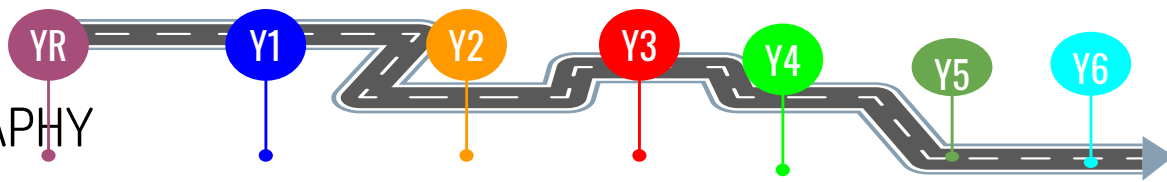
NC Statements	Autumn	Spring	Summer
<p>Year 3</p> <p>Children will be taught to:</p>	<p>TOPIC: Neverbelieve/Stone Age – Mountains, mountain ranges, Alps</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Name and locate key topographical features in UK (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>TOPIC: Egypt – rivers, deserts</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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 (including day and night)</p>	<p>TOPIC: European Study – Germany (MFL)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of a European country.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>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</p>

Houghton Primary School: GEOGRAPHY



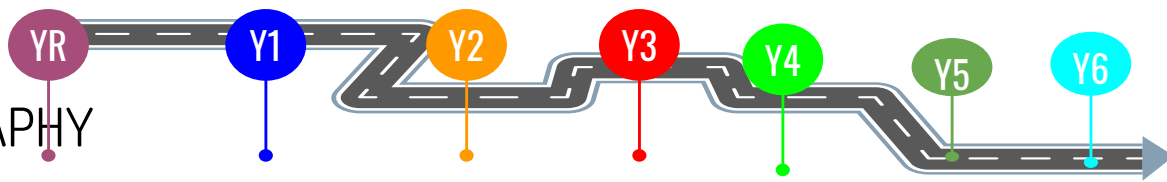
NC Statements	Autumn	Spring	Summer
<p>Year 4</p> <p>Children will be taught to:</p>	<p>TOPIC: The Romans – Europe then and now Learn about Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Describe and understand key aspects of volcanoes and earthquakes.</p>	<p>TOPIC: The Mayans – South America/Tropics Learn about South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>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 (including day and night)</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within South America.</p> <p>Describe and understand key aspects of physical geog: climate zones, biomes and vegetation belts.</p> <p>Human geog: land use, economic activity including trade links and the distribution of natural resources.</p>	<p>TOPIC: The River Great Ouse Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Describe and understand key aspects of rivers, mountains and the water cycle.</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</p> <p>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.</p>

Houghton Primary School: GEOGRAPHY

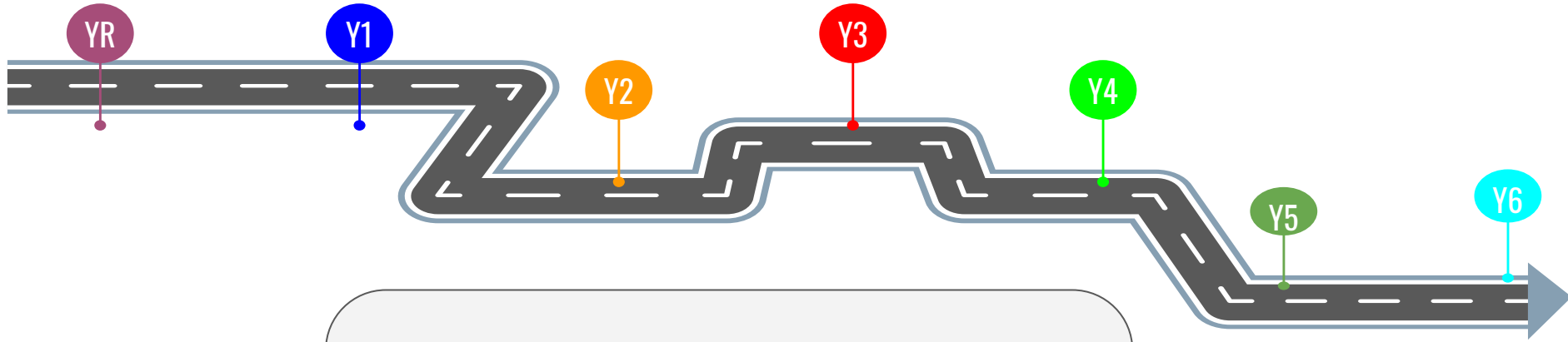


NC Statements	Autumn	Spring	Summer
<p>Year 5</p> <p>Children will be taught to:</p>	<p>TOPIC: (Anglo-Saxons) Denmark Learn about Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>understand geographical similarities and differences through the study of human and physical geography of a region of a region in a European country.</p> <p>Describe and understand the key aspects of mountains use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>TOPIC: (Ancient Greece) Greece To describe and understand key aspects of 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 in the context of what settlers need.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>TOPIC: The Peak District (Residential Visit) Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>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.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate and describe features studied</p>

Houghton Primary School: GEOGRAPHY



NC Statements	Autumn	Spring	Summer
<p>Year 6</p> <p>Children will be taught to:</p>	<p>TOPIC: (Vikings) Coasts, Norfolk Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food.</p> <p>Understand geographical similarities and differences through the study of a region of the United Kingdom a region in a European country, and a region within North or South America</p>	<p>TOPIC: Democracy/Oliver Cromwell History focus term.</p>	<p>TOPIC: American Road Trip Pupils should extend their knowledge and understanding beyond the local area to include North America.. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North America..</p> <p>Human geography, including: types of settlement, land use and economic activity. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>



GEOGRAPHY CURRICULUM **IMPACT:**

Skills and Knowledge Statements

As a result of teaching our Geography curriculum what will our children be able to do (skills) and what will they know (knowledge)?

AUTUMN TERM A

By the end of this term children will know:

The key features associated with place.
The difference between natural and manmade including: woodland, river, meadow, buildings, roads, lock, mill, church, etc.
The names of the 4 seasons and their identifying features.
About different types of weather and associated vocabulary and terminology.
The main aspects of a weather forecast e.g. temperature, rainfall, wind speed, wind directions, precipitation.
The basic symbols used in map reading.

SPRING TERM A

By the end of this term children will know:

The 4 seasons and their identifying features.
The features and signs of spring.
The 4 points of the compass.
Locational and directional language e.g. left, right, near, far.

SUMMER TERM A

By the end of this term children will know:

The difference between a map, an atlas, a globe.
The names of the 4 countries within the UK.
The names of the capital cities of the 4 UK countries.
The names of the seas which surround the UK.
The names and locations of the continents of the world.
The names and locations of the oceans of the world.

YEAR 1 A: KNOWLEDGE

AUTUMN TERM

Children working within year group expectations will be able to:

Identify the main features of our village, natural and man-made: woodland, river, meadow, buildings, roads
Look at similarities and differences between Houghton and a local town (e.g. St. Ives or Huntingdon) and a town in Australia and compare and contrast them.

Identify key features (as above) on a map

Observe and identify seasonal changes Summer to Autumn to Winter.

Measure and record basic weather eg temperature, rainfall, wind speed /direction.

Describe the weather using appropriate vocabulary.

Observe and identify local landmarks. Use these and Google Earth to produce a simple map of the village

YEAR 1 A: SKILLS

SPRING TERM

Children working within year group expectations will be able to:

Observe and identify signs of Spring e.g. new buds, nesting, change in weather, etc.

Use directional language including N, S, W, E to describe a journey or route.

SUMMER TERM

Children working within year group expectations will be able to:

Use a globe and an atlas to locate the UK and its countries and capital cities.

Recognise the UK on a larger map of Europe and identify the surrounding seas.

Locate the continents and major oceans on a world map.

Use directional language to describe their relative position.

AUTUMN TERM B

By the end of this term children will know:

The names and locations of the continents and oceans of the world
The terms 'pole' and 'equator'
That the poles of the Earth are cold and the equator is hot.
North and south in relation to the Earth.
Key geographical facts about Houghton
Key geographical facts about a town in Australia or Africa (specify town):

SPRING TERM B

By the end of this term children will know:

The names and locations of the four countries of the UK and their capital cities.
The names of the surrounding seas of the UK.
North, south, east and west
Some key landmarks of the capital cities
The names and locations of key cities, rivers and mountains in the UK
The names of the four seasons.
The signs of spring.
The main forms of weather (temperature, wind speed and direction, precipitation)

YEAR 1 B: KNOWLEDGE

SUMMER TERM B

By the end of this term children will know:

The 4 seasons and their identifying features
The main aspects of a weather forecast e.g. temperature, rainfall, wind speed, wind directions, precipitation.
Vocabulary to describe and give directions.

AUTUMN TERM

Children working within year group expectations will be able to:

Locate the continents and major oceans on a world map.

Use directional language to describe their relative position.

Locate position of Equator, poles, tropics of Cancer /Capricorn. Compare habitats UK, Africa, Poles.

Look at similarities and differences between Houghton and a local town e.g. St. Ives or Huntingdon and a town in Australia /Africa.

SPRING TERM

Children working within year group expectations will be able to:

Locate and name the UK and the countries in it on a map. Know some of their characteristics - flag, emblem.

Start to use N, S, E, W to describe relative position.

Know the capital city of each of the countries and identify them by landmarks.

Identify cities, rivers, mountains in UK using Google Earth. Compare this with map view

Observe and identify signs of Spring, migration etc.

YEAR 1 B: SKILLS

SUMMER TERM

Children working within year group expectations will be able to:

Understand and record elements of a weather forecast -eg temperature, wind speed /direction

Use directional language (N, S, W, E) to understand and describe some migratory journeys of animals

AUTUMN TERM A

By the end of this term children will know:

Vocabulary and features relating to main geographical features of Houghton e.g. woodland, meadow, river, lock, bridge.

The distinction between village, town and city.

That Houghton is a village, St Ives and Huntingdon are towns.

Geographical language and vocabulary to enable comparisons between Houghton and a small settlement in Australia.

The natural features can be developed/improved by humans and why.

The difference between natural and manmade features in locality.

The names and order of the 4 seasons and know features of seasons and what seasonal means.

YEAR 2 A: KNOWLEDGE

SPRING TERM A

By the end of this term children will know:

The names and order of the 4 seasons and know features of seasons e.g. day length, climate, etc.

Directional language and terminology including the 8 points of the compass.

SUMMER TERM A Y2

By the end of this term children will know:

The name, location and countries within the UK.

Where the UK is within Europe and the world.

The names, outline shape and locations of The continents and major oceans.

The basic features of the major oceans.

About environmental concerns relating to the oceans.

Key features of settlements near water

AUTUMN TERM

Children working within year group expectations will be able to:

Identify and describe some of the main features of Houghton eg: woodland, meadow, river, lock, bridge
Understand that Houghton is a village and a town (eg: St Ives) is a bigger settlement

Compare and contrast Houghton to a village in Australia, describing similarities and differences
Talk about why people have developed the land around the village eg: River Great Ouse

Talk about the differences between natural and manmade features within the school environment and Houghton village, through observation and discussion

Know the names of the seasons in order

Record key features of each, including some personal events, and to talk about the differences between the seasons, including personal preference

SPRING TERM

Children working within year group expectations will be able to:

Accurately use the names of the 4 seasons and describe key features of each such as day length, climate, etc.

Use directional language (N, S, W, E and NW, SW, SE, SW) to describe a journey or route

YEAR 2 A: SKILLS

SUMMER TERM

Children working within year group expectations will be able to:

Locate the UK and its countries on a globe and within an atlas

Recognise the UK on a larger map of Europe, naming the countries and capital cities

Use Google Earth to explore the continents and major oceans

Describe some basic features of the major oceans, including environmental concerns/change

Recognise each continent when unlabelled

Use directional language to describe position in relation to each other

Design and draw a map of a settlement near water, including a key, explaining why features have been chosen

AUTUMN TERM B

By the end of this term children will know:

The names and locations of the 7 continents and 5 oceans of the world.
The key features of each continent including climate, key physical geographic features.
Where it is hot and cold in the world and why.
The terms polar, equatorial, tropics.
The key human and physical geography locally and in a contrasting place in another country (not Europe)
Some birds and animals which live on different continents and how they have adapted to the climate and physical features in these places.

SPRING TERM B

By the end of this term children will know:

The vocabulary to label and describe landmarks, human and physical features
The names and locations of the 4 countries of the UK and the name of the capital city in each country.
The names of the seas which surround the UK.
Directional language
Key landmarks particular to each country and the national emblems e.g. flowers, language, flags, etc.

SUMMER TERM B

By the end of this term children will know:

What the key measurements and vocabulary needed to describe weather (temperature, wind speed and direction, precipitation).
The difference between a weather forecast and a weather report.
The 8 compass points and directional language.
Why birds and animals migrate (world weather patterns).

YEAR 2 B: KNOWLEDGE

AUTUMN TERM B

Children working within year group expectations will be able to:

Use Google Earth, atlases and maps to explore the continents and major oceans

Describe differences and similarities between the five continents, and

Use positional knowledge of the major oceans to describe and discuss, including environmental concerns/change

Compare daily life in at least 2 of the continents, including Europe

Learn about the position of the equator, poles, tropics of Cancer/Capricorn and be able to locate on a map.

Describe similarities and differences between these general locations (eg: by comparing animals/birds that live there and how they're adapted)

SPRING TERM B

Children working within year group expectations will be able to:

Use Google Earth/maps to become familiar with the different countries in the UK

Describe the difference between a map and an aerial view

Recognise and name each country and capital city, using directional language to describe position in relation to each other

Name and describe different landmarks particular to each country and different national emblems (eg: flowers, languages and other characteristics)

YEAR 2 B: SKILLS

SUMMER TERM B

Children working within year group expectations will be able to:

Keep a weekly weather chart showing temperature and weather observations, which can be linked to wildlife observations through the week

Understand the difference between a weather forecast and the actual weather

Use directional language (N, S, W, E and NW, SW, SE, SW) to understand and describe some migratory journeys of animals (eg: painted lady butterfly) linking this to basic world weather patterns

AUTUMN TERM

By the end of this term children will know:

The key features of mountains (base, plateau, face, range, tree line, ridge, summit, snow line, slope).
The key mountains and mountain ranges in UK and Europe.
Where the Alps are.
How mountains are formed.
The physical geography of volcanoes and associated vocabulary.

SPRING TERM

By the end of this term children will know:

The key geographical features of rivers (source, mouth, estuary, flood plain, delta, valley, dam)
how and why rivers flood and the impact (positive and negative)
How and why rivers are used to transport and trade.
Why dams are built and how they work.
How dams control flooding
Where Egypt is in the world including which continent, location in relation to equator and tropics, hemisphere.
The features of deserts.
The climate of Egypt and the UK.
What effects climate.
The time difference between Egypt and the UK and why it is different.

YEAR 3 KNOWLEDGE

SUMMER TERM

By the end of this term children will know:

Where Germany is on a map (c/c German MFL) in relation to the UK.
Similarities and differences between countries, including size, population, location, topographical features and climate (c/c MFL).
Names and locations of major cities in both countries (c/c MFL).
What maps are for and their uses.
Map features in order to be able to read and follow a map on paper and electronic versions.
Compass points to 8 points and 4 figure grid references and how they are helpful.
The key features of simple maps including: a key, symbols and compass points

AUTUMN TERM

Children working within year group expectations will be able to:

Be able to label main features of a mountain and understand terms: base, plateau, face, mountain range, tree line, ridge, summit, snow line and slope

Identify key mountains in UK and Europe

Locate Alps in Germany

Have basic knowledge of how mountains are formed and be able to relate to work on rocks in science

SPRING TERM

Children working within year group expectations will be able to:

Identify key features of River Nile on a map: estuary, mouth, source, Aswan Dam

Understand terms: estuary, mouth, source, dam

Compare effects of flooding in Ancient Egypt with our local floods
Learn how River Nile was used for trade in Ancient and in modern Egypt

Learn why Aswan Dam is so important for controlling flooding

Use maps and globes to identify Egypt

Use Google Earth to follow course of Nile and identify deserts

Understand that there are hot and cold deserts.

Understand that deserts can be rocky as well as sandy

Identify position of Egypt on tropic of Cancer just above Equator in Northern Hemisphere

Understand how the position of Egypt near the equator affects its weather patterns

Compare weather patterns of the UK and Egypt and understand how they are related to position on the globe.

YEAR 3 SKILLS

SUMMER TERM

Children working within year group expectations will be able to:

Compare our local area with a region in Germany focusing on similar/different physical and human features

Name and locate counties and cities in East Anglia

Recognise key topographical features including River Ouse and fens

Use Ordnance survey maps to study local area and area in Germany

Start to use a key and recognise common map symbols

Learn eight points of compass and four figure grid references

Create sketch maps of local area and present local physical and human features

AUTUMN TERM

By the end of this term children will know:

Where Europe is and be able to name countries and major cities.

How south and north Europe differ in terms of climate, weather, vegetation.

The key physical features of Italy e.g mountain ranges, rivers, volcanoes, etc.

The key human geographical features of Italy e.g. location and size of cities, transportation routes, bridges, tunnels, ports, etc.

How the physical and human geography of Italy compare with the UK.

YEAR 4 KNOWLEDGE

SPRING TERM

By the end of this term children will know:

Where South America is and be able to name countries and major cities within the continent.

The significance and position of main lines of latitude and the prime meridian

The key environmental, physical and human geographical features of the tropics within South America and associated vocabulary.

How key physical features impacts on human geography e.g. types of settlement, transport, natural resources, trade.

How the physical and human geography of the tropics region of South America compares with the UK

SUMMER TERM

By the end of this term children will know:

The names of major UK cities and some counties that are significant to them.

Key physical geographical features of the local area and describe them.

What the water cycle is and explain using appropriate language.

That a compass can be used for finding the direction.

How to use an ordnance survey map with a 4 figure grid reference to find specific places.

The meaning of symbols found on such maps.

The key features of a river and appropriate vocabulary.

Man-made geographical features of a river and describe their purpose.

AUTUMN TERM

Children working within year group expectations will be able to:

Use an atlas, map or other suitable resource to find the continent of Europe.

Name several European countries and their major cities.

Describe key environmental differences between the Mediterranean south and Northern Europe using key geographical vocabulary e.g. climate, biome, weather, vegetation.

Focusing on 1 specific country, identify some of its physical geographical features e.g. name mountain ranges, major rivers, volcanoes etc.

Focusing on 1 specific country identify some of its human geographical features e.g. location and size of cities and transportation routes- major roads, bridges, tunnels and ports

Compare the physical and human geography characteristics of a chosen European country with that of the UK.

YEAR 4 SKILLS

SPRING TERM

Children working within year group expectations will be able to:

Use an atlas, map or other suitable resource to find the continent of South America.

Name several South American countries and their major cities.

Correctly identify the main lines of latitude and the prime meridian and explain its significance.

Describe the key environmental characteristics of the tropics region of South America using appropriate vocabulary e.g. tropics, climate, biome, weather, vegetation.

Explain how the key physical features of the Tropics directly affect the human geography e.g. the types of settlement, transport, natural resources and trade links available.

Compare the key physical and human geographical features of the tropics region of South America with a region of the UK and explain how /why they are different e.g. geographical position with reference to the equator, affects the temperature / hours of daylight available, affects the vegetation grown etc.

SUMMER TERM

Children working within year group expectations will be able to:

Recall the names of major cities in the UK and some significant counties.

Recognise local physical characteristics and describe e.g. rivers, fens/ salt marsh, using appropriate language.

Explain the process of the water cycle in sequence using appropriate vocabulary e.g. condense, evaporate, precipitate, run off, flood and link to other physical features including: seas, mountains, rivers.

Use a compass to identify 8 points of direction.

Use an ordnance survey map and read 4 figure grid references to find their way around in the local environment.

Observe, sketch and label key features of a river e.g. riverbank, weir, erosion, meander, downstream, upstream, floodplain. Measure the speed of the river. Observe the human features of the river and understand their purpose e.g. Locks, dams etc

AUTUMN TERM

By the end of this term children will know:

- Where Scandinavia is and the countries that comprise it
- The major cities in Denmark
- That Denmark has territories - Greenland and the Faroe Islands
- Physical features of the area studied and compare to UK
- How physical features affect tourism and farming
- The longitude and latitude of Scandinavian countries and where they lie
- What contour lines represent
- Effects of climate change on the country and what they are doing to tackle the issue

SPRING TERM

By the end of this term children will know:

- Where Greece is and that it also comprises of islands, many of which are unpopulated
- Where Greece lies in terms of longitude and latitude
- The main centres of human settlement in the Greek archipelago.
- The effects of Greece's tourism on economy
- How physical features such as coastline and mountains influence tourism

YEAR 5 KNOWLEDGE

SUMMER TERM Y5:

By the end of this term children will know:

- Where The Peak District is
- Know what an Ordnance Survey map is
- Know that 6 figure grid references are useful to give a location
- Know the physical features of the Peak District such as rivers, hills, caves, quarries
- Know how the local area tourism impacts on physical features such as the hills
- Know how to use Ordnance Survey symbols within own maps
- Know what the land use is of the Peak District



AUTUMN TERM

Children working within year group expectations will be able to:

Focussing on the Scandinavian region, in particular Denmark, identify geographical features such as, fjords cities, rivers with the use of an atlas
Describe key environmental differences between the Denmark and other regions in Europe in terms of climate, weather, vegetation
Describe how physical features (low level land) affect human activity. ie tourism/farming and the positive and negative aspects of this
Compare the region and its key human and physical geography with that of the UK and its position in terms of latitude and longitude etc
Identify contour lines on a map and what this tells you
Create maps of locations identifying patterns such as height of land
Describe the effects of global warming on this area

SPRING TERM

Children working within year group expectations will be able to:

Use an atlas /map to identify Greece and its islands
Identify where Greece lies in terms of longitude and latitude
Describe the key physical/human features of the country and compare to UK in terms of population, tourism, land use, mountains and climate.
Explain how physical features affect human activity such as farming and tourism

YEAR 5 SKILLS

SUMMER TERM

Children working within year group expectations will be able to:

Use an ordnance survey map and read 6 figure grid references to find their way around in the local environment.
To annotate maps with information
Be able to take photos and record findings
Use maps to see changes over time in geographical terms eg settlement
Explain how human activity such as tourism, quarrying affect physical features
Create maps of local area
Find out the land use patterns of the Peak District

AUTUMN TERM

By the end of this term children will know:

Which counties surround Norfolk
The names of the key rivers which run through Norfolk and the name of the sea at the coast.
Different ways the land is used in the county and explain why different areas are suited for different purposes.
The pros and cons of tourism in Norfolk.
How coastal erosion works, including the process of longshore drift.
Way in which erosion can be prevented using and understanding the terms hard point and groynes.
The impact coastal erosion can have on coastal communities.
Why coastal defences are not implemented around the entire coastline.

SPRING TERM:

Geography not taught this term.

SUMMER TERM

By the end of this term children will know:

That North America is comprised of Canada and the USA.
That Mexico and Canada borders the USA.
That America is comprised of many states which have different laws and governors.
That the USA is so large that it has many different time-zones.
The key physical features of the USA including the location of the Grand Canyon, Rocky Mountains, Death Valley, Niagara Falls, Yosemite Park and Yellowstone National Park
The names and location of the main human features of the USA including the location of The White House, Statue of Liberty, Disney World Resort, Golden Gate Park and Times Square
How land is used in the state of Florida.
Why Florida's coast is under threat
What can be done to preserve Florida's Coastline and compare this to Norfolk's coastline

AUTUMN TERM

Children working within year group expectations will be able to:

Summarise the key geographical features of the county of Norfolk including its location in the UK in terms of longitude and latitude, its neighbouring counties, its rivers and coastal areas.

Compare the different ways which the land is used within the region of Norfolk and identify the areas most dependent on agriculture and tourism.

Debate the advantages and disadvantages of the different land uses in terms of the local seasonal economy and workforce.

Observe the physical changes coastal erosion has had on the resort of Hemsby through interpreting photographs and news footage.

Assess the economic and human impact of coastal erosion on the resort of Hemsby

Argue and justify that the coastal resort of Hemsby should be given coastal defences to prevent further erosion of the sand-dunes.

Organise key information on the region in order to compare with a region of North America in the Summer Term.

SPRING TERM

Geography not taught this term.

YEAR 6 SKILLS

SUMMER TERM

Children working within year group expectations will be able to:

Find and locate North America independently using an atlas and be able to identify that it is in the Northern Hemisphere
Identify that USA is part of North America and that Mexico borders it.

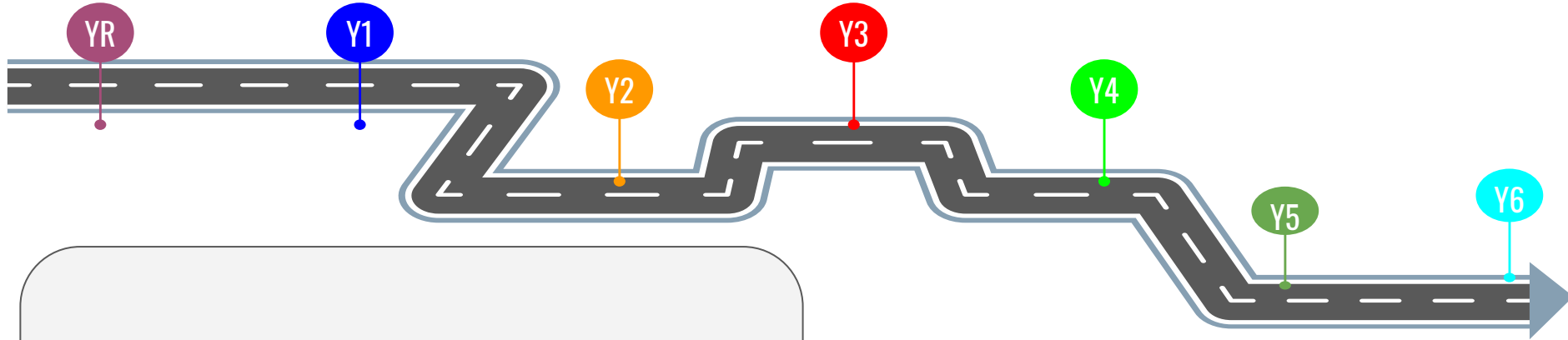
Plan their chosen road trip by locating and naming the states of America

Identify and label the different time-zones within North America and explore the reasons for this considering both physical and political geography.

Discuss and justify their road-trip route by explaining which key physical features and cities they will visit.

Compare the landuse and coastal economies of a region of North America (Florida) with Norfolk.

Assess the reasons for coastal erosion in terms of land formations and rising sea-levels in both Hemsby and Florida.
Propose and prioritise what needs to be done to prevent further coastal erosion



GEOGRAPHY CURRICULUM **IMPACT:**

ASSESSMENT

As a result of teaching our Geography curriculum what are our children able to do (skills) and what do they know (knowledge)?

Assessment Statement:

Assessment of geographical **skills** is ongoing (formative) during lessons. Teachers use the skills statements to assess and use this responsively to support children as necessary.

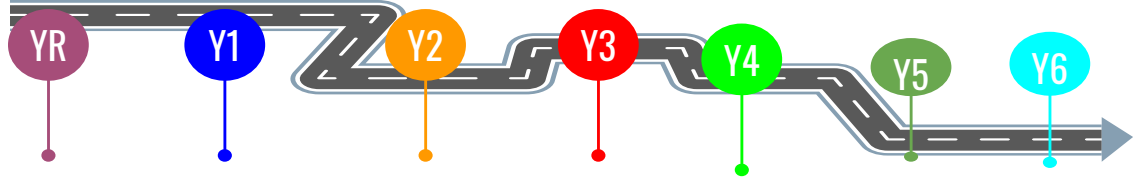
At the end of each unit teachers assess children's **knowledge** through low stakes quizzes and similar activities. Knowledge is revisited over the course of the year to support long term memory and retrieval.

Houghton Primary School: Geography



<u>SKILLS PROGRESSION EYFS/KS1</u>	By the end of EYFS children will be able to...	By the end of Y1 children will be able to...	By the end of Y2 children will be able to...
<p>Geographical skills and fieldwork.</p>	<p>Use broadened geographical vocabulary to name and recognise Houghton as a village and some nearby towns. Explore their locality around them.</p> <p>Verbalise features of their locality and how some places are different.</p> <p>Talk about the seasons, that they change and each bring different weather.</p> <p>Draw simple maps.</p>	<p>Make comparisons between places locally and in a different country.</p> <p>Measure and record weather. Describe weather using appropriate vocabulary.</p> <p>Observe and identify changes in seasons.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.</p> <p>Locate equator, poles, tropics of Cancer/ Capricorn on maps and globes..</p> <p>Use globes and Atlases of different scales to locate places in the UK continents and major oceans.</p>	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents and major oceans of the world.</p> <p>Use directional language to 8 compass points.</p> <p>Describe features of places, land and seas using a broad vocabulary.</p> <p>Draw maps with a key.</p>

Houghton Primary School: Geography



<u>SKILLS PROGRESSION</u> <u>KS2</u>	By the end of Y3 children will be able to...	By the end of Y4 children will be able to...	By the end of Y5 children will be able to...	By the end of Y5 children will be able to...
<p>Geographical skills and fieldwork.</p>	<p>Observe, measure and compare weather locally and in another country, recording information in graphs. Sketch and describe key features of mountains, rivers, volcanoes and weather/ climate. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Make comparisons and verbalise. Read to 8 compass points and 4 figure grid reference. Explain the key aspects of how volcanic explosions and earthquakes happen with reference to their physical geography.</p>	<p>Describe key aspects/ features of places in relation to it's location. Use atlases and maps. Name and locate several European countries and their major cities as well as those in UK. Describe differences between places using key geographical vocab/ make comparisons. Observe, sketch and label. Describe natural and man-made features of a location. Use 4 figure grid reference to orienteer their way around the locality. Read compass to 8 points.</p>	<p>Use maps and atlases to identify places and natural and man-made features of a location. Use maps and talk about longitude and latitude of places. Compare and contrast locations. Describe how physical features affect human activity/ land use. Describe and give opinions- positive and negative aspects. Draw maps using contour lines. Read ordnance survey map to 6 figure grid reference and orienteer around locality. Take photos and record findings. Describe how places change over time in geographical context.</p>	<p>Use maps and atlases to locate and describe places. Summarise geographical features of a place (longitude, latitude, rivers, coasts, neighbouring areas). Describe and reason land use. Debate and discuss geographical issues. Argue and justify, use scientific and geographical knowledge to find solutions to issues. Observe physical changes using photos and other sources. Organise information to make comparisons. Use maps to plan journeys.</p>