



THRUPP PRIMARY SCHOOL GEOGRAPHY CURRICULUM - YEAR A 2023-2024

AUTUMN TERM

KESTRELS (YR/Y1)	HAWKS (Y1/Y2)	BUZZARDS (Y3/Y4)	EAGLES (Y4/Y5)	OWLS (Y6)
Key question: What makes my local area special?	Key question: Why do people use maps?	Key Question: What makes Greece so special?	Key Question: How does a river travel?	Key Question: How different is the Caribbean to the UK?
National Curriculum Links: Pupils should be taught to: Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Human and physical geography - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - 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 - devise a simple map; and use and construct basic symbols in a key - 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	National Curriculum Links: Pupils should be taught to: Human and physical geography - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - 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 - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - 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	National Curriculum Links: Pupils should be taught to: Locational knowledge - 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 Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	National Curriculum Links: Pupils should be taught to: Locational knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including rivers) and understand how some of these aspects have changed over time Human and physical geography - describe and understand key aspects of: physical geography, including: rivers and the water cycle Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the 8 points of a compass, 4- and 6-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 - 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	National Curriculum Links: Pupils should be taught to: Locational knowledge - locate the world's countries, using maps to focus North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities - 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 Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region in North America Human and physical geography - 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. Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

<u>Key skills:</u> <u>EYFS:</u> - Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. <u>Year 1:</u> - I can explain where I live and tell someone my address. - I can make observations about where things are within our local area. - I can make observations about where things are within our school. - I can use a simple picture map to move around the school. - I can describe some of the key physical features of a place using words like forest, hill, mountain, river, valley, seasons and weather. - I can describe some of the key human features using words like town, village, farm, house and shop.	<u>Key skills:</u> <u>Year 1:</u> - I can keep a weather chart and answer questions about the weather. - I can explain where I live and tell someone my address. - To use locational and directional language (left, right, near, far, forwards, backwards) to describe the location of features and routes. - I can draw maps of imaginary and real places using my own symbols. - I can use a simple picture map to move around the school. - I can describe some of the key physical features of a place using words like forest, hill, mountain, river, valley, seasons and weather. <u>Year 2:</u> - I can say what I like and do not like about the place I live in. - I can explain how an area has been spoilt or improved and give my reasons. - I can find where I live on a map of the United Kingdom. - I can make observations about where things are e.g. within school or local area. - To use simple compass directions and locational and directional language from Year 1 to describe the location of features and routes on a map. - I can draw a map of a real or imaginary place using aerial photographs and maps to add detail. - I can use class agreed symbols to make a key. - I can follow a route on a map. - I can describe some of the key physical features of a place using Y1 words as well as beach, cliff, coast, sea, ocean, soil and vegetation.	<u>Key skills:</u> <u>Year 3</u> - Begin to ask/initiate geographical questions - Try to make a map of a short route experienced, with features in correct order. - Know why a key is needed. - Begin to draw a sketch map from a high view point. <u>Year 4</u> - Ask and respond to questions and offer their own ideas - Make a map of a short route experienced, with features in correct order. - Know why a key is needed. - Draw a sketch map from a high view point.	<u>Key skills:</u> <u>Year 4</u> - Ask and respond to questions and offer their own ideas. - Locate places on large scale maps - Follow a route on a large scale map. - Begin to match boundaries - Begin to identify significant places and environments. - Use Junior atlases <u>Year 5</u> - Begin to suggest questions for investigating. - Compare maps with aerial photos - Select a map for a specific purpose - Begin to use atlases to find out about other features of places. - Measure straight line distance on a plan. - Find/ recognise places on maps at different scales - Identify significant places and environments. - Use index and contents page within atlases.	<u>Key skills:</u> <u>Year 5</u> - Begin to suggest questions for investigating. - Compare maps with aerial photos - Select a map for a specific purpose - Begin to use atlases to find out about other features of places. - Measure straight line distance on a plan. - Find/recognise places on maps at different scales - Identify significant places and environments. <u>Year 6</u> - Suggest questions for investigating. - Locate places on a world map. - Confidently use an atlas. - Investigate places with more emphasis on larger scale; contrasting and distant places. - Use latitude and longitude on atlas maps. - Use atlases to find out about other features of places. - Use scale to measure distances..
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SPRING TERM

KESTRELS (YR/Y1)	HAWKS (Y1/Y2)	BUZZARDS (Y3/Y4)	EAGLES (Y4/Y5)	OWLS (Y6)
Key question: Why are some places hot and some places cold?	Key question: What is London like?	Key question: What causes enormous eruptions?	Key question: How is Stroud connected to the rest of the UK?	Key question: What is the potential impact of a new residential build in Brimscombe to the local area?
National Curriculum Links: Pupils should be taught to: Locational knowledge - name and locate the world's 7 continents and 5 oceans Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Geographical skills and fieldwork - 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	National Curriculum Links: Pupils should be taught to: Locational knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place knowledge - understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Human and physical geography - identify seasonal and daily weather patterns in the United Kingdom - use basic geographical vocabulary to refer to: - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - 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	National Curriculum Links: Pupils should be taught to: Locational knowledge - 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 Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Human and physical geography - describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork - use the 8 points of a compass, 4- and 6-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 - 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	National Curriculum Links: Pupils should be taught to: Locational knowledge - 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 Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Human and physical geography - 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 Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the 8 points of a compass, 4- and 6-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 - 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	National Curriculum Links: Pupils should be taught to: Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Human and physical geography - 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 Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the 8 points of a compass, 4- and 6-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 - 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

<u>Key Skills</u> <u>EYFS</u> - Explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories, non-fiction texts and (when appropriate) maps. <u>Year 1</u> - I can keep a weather chart and answer questions about the weather. - I can explain some of the main things that are in hot and cold places. - I can explain the clothes that I would wear in hot and cold places. - I can explain how the weather changes throughout the year and name the seasons.	<u>Key Skills</u> <u>Year 1</u> - I can explain some of the main things that are in hot and cold places. - I can explain the clothes that I would wear in hot and cold places. - I can name the four countries in the United Kingdom and locate them on a map. - I can describe some of the key human features using words like town, village, farm, house and shop. <u>Year 2</u> - I can describe a place outside of Europe using geographical words. - I can name the capital cities of England, Wales, Scotland and Ireland. - I can explain how jobs may be different in other locations. - I can explain the facilities that a village, town and city may need and give reasons. - I can describe some of the key human features using the Y1 words and city, factory, office, port and harbour.	<u>Key Skills</u> <u>Year 3</u> - Locate places on larger scale maps- e.g. map of Europe. - Begin to use junior atlases. - Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) <u>Year 4</u> - Locate places on a larger scale map (e.g., find UK on a globe) - Use junior atlases. - Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	<u>Key Skills</u> <u>Year 4</u> - Use 4 compass points well - Begin to use 8 compass points - Use letter/no coordinates to locate features on a map confidently - Know why a key is needed. - Make a map of a short route experiences, with features in correct order. - Make a simple scale drawing. - Begin to recognise symbols on an OS map. - Use large and medium scale OS maps. - Collect and record evidence with some aid. - Analyse evidence and draw conclusions. - Draw a sketch map from a high view point <u>Year 5</u> - Use 8 compass points - Begin to use 4 figure coordinates to locate features on a map. - Draw a sketch map using symbols and a key. - Begin to draw a variety of thematic maps based on their own data. - Use/ recognise OS map symbols. - Use medium scale land ranger OS maps. - Collect and record evidence unaided. - Analyse evidence and draw conclusions. - Compare maps with aerial photos - Draw a plan view map with some accuracy.	<u>Key Skills</u> <u>Year 5</u> - Begin to suggest questions for investigating. - Begin to use primary and secondary sources of evidence in their investigations. - Collect and record evidence unaided. - Analyse evidence and draw conclusions. - Use 8 compass points - Begin to use 4 figure coordinates to locate features on a map. - Draw a sketch map using symbols and a key. <u>Year 6</u> - Suggest questions for investigating - Use primary and secondary sources of evidence in their investigations - Collect and record evidence unaided. - Analyse evidence and draw conclusions - Draw a variety of thematic maps based on their own data - Begin to draw plans of increasing complexity - Use OS maps - Use/recognise OS map symbols - Follow a short route on an OS map - Describe features shown on an OS map - Draw/use maps and plans at a range of scales. - Draw a plan view map accurately.
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SUMMER TERM

KESTRELS (YR/Y1)	HAWKS (Y1/Y2)	BUZZARDS (Y3/Y4)	EAGLES (Y4/Y5)	OWLS (Y6)
Key Questions: Where are there castles in the UK?	Key question: What continents and oceans make up our world?	Key question: How has Britain changed since the Roman occupation?	Key question: Can we save Planet Earth?	Key question: How and why have coastlines changed over time?
National Curriculum Links:	National Curriculum Links:	National Curriculum Links:	National Curriculum Links:	National Curriculum Links:
Pupils should be taught to: Locational knowledge - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Human and physical geography - use basic geographical vocabulary to refer to: - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork - use world maps, atlases and globes to identify the United Kingdom and its countries	Pupils should be taught to: Locational knowledge - name and locate the world's 7 continents and 5 oceans - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas Place knowledge - 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 Geographical skills and fieldwork - 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 - 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	Pupils should be taught to: Locational knowledge - 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 Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Pupils should be taught to: Locational knowledge - 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 - 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) Human and physical geography - 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 Geographical skills and fieldwork - 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	Pupils should be taught to: Locational knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including coasts), and land-use patterns; and understand how some of these aspects have changed over time Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Human and physical geography - describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the 8 points of a compass, 4- and 6-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 - 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.

<u>Key Skills</u> <u>EYFS</u> - Describe their immediate environment using knowledge from observations, discussion, stories, non-fiction texts and maps. <u>Year 1</u> - To use locational and directional language (left, right, near, far, forwards, backwards) to describe the location of features and routes. - I can name the four countries in the United Kingdom and locate them on a map. - I can name some of the main towns and cities in the United Kingdom. - I can draw maps of imaginary and real places using my own symbols.	<u>Key Skills</u> <u>Year 1</u> - I can keep a weather chart and answer questions about the weather. - I can explain some of the main things that are in hot and cold places. - I can explain how the weather changes throughout the year and name the seasons. - I can name some of the main towns and cities in the United Kingdom. <u>Year 2</u> - I can name the continents of the world and locate them on a map. - I can name the world oceans and locate them on a map. - I can describe some of the features of an island. - I can use an infant atlas to locate places. - I can begin to spatially match places (e.g. recognise UK on a small scale and larger scale map).	<u>Key Skills</u> <u>Year 3</u> - Locate places on larger scale maps. - Use NF books, stories, atlas, pictures/photos and internet as a source of information. - Begin to identify features on aerial/oblique photographs. - Analyse evidence and begin to draw conclusions- making comparisons between two locations using photos/pictures, temperatures in different locations. <u>Year 4</u> - Locate places on larger scale maps. - Use all year 3 sources of information and extend to satellite images and aerial photographs. - Identify features on aerial/oblique photographs. - Analyse evidence and draw conclusions- make comparisons between two locations photos/picture/maps.	<u>Key Skills</u> <u>Year 4</u> - Ask and respond to questions and offer their own ideas. - Extend to satellite images, aerial photographs. - Investigate places and themes at more than one scale. - Collect and record evidence with some aid. - Analyse evidence and draw conclusions. - Locate places on large scale maps - Use Junior atlases - Use map sites on the internet - Identify features on aerial/ oblique photographs. <u>Year 5</u> - Begin to suggest questions for investigating. - Begin to use primary and secondary sources of evidence in their investigations. - Collect and record evidence unaided. - Analyse evidence and draw conclusions. - Compare maps with aerial photos - Select a map for a specific purpose - Begin to use atlases to find out about other features of places. - Use index and contents page within atlases.	<u>Key Skills</u> <u>Year 5</u> - Begin to suggest questions for investigating. - Begin to use primary and secondary sources of evidence in their investigations. - Collect and record evidence unaided. - Analyse evidence and draw conclusions. - Compare maps with aerial photos - Select a map for a specific purpose - Begin to use atlases to find out about other features of places. - Use index and contents page within atlases. <u>Year 6</u> - Confidently identify significant places and environments. - Suggest questions for investigating. - Use primary and secondary sources of evidence in their investigations. - Collect and record evidence unaided. - Draw/use maps and plans at a range of scales. - Use atlases to find out about other features of places.
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