**Ghyllgrove Primary School - Geography Curriculum**

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| **Aspect** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Human geography knowledge and concepts** | Use basic geographical vocabulary to refer to key human features, including: city, town, factory, house, office, and shop | key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Describe and Understand the distribution of natural resources -Minerals (Mining)Food (Farming) | Describe and Understand the distribution of the natural resources -Water | Describe and understand key aspects of Economic Activity – Trade Links | Describe and understand key aspects of the distribution of natural resources -Energy |
| **Physical geography knowledge and concepts****(characteristics and processes)** | identify seasonal and daily weather patterns in the United Kingdom identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | 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
 | Describe and understand key aspects of volcanoes and earthquakes | Describe and understand key aspects The water cycleDistribution of water  | Describe and understand key aspects of rivers, mountains | Describe and understand key aspects physical geography, including: climate zones, biomes and vegetation belts |
| **Place knowledge** | Study local area – Basildon town  | understand geographical similarities and differences study of Basildon and a Town in Africa |  | Study the human and physical geography of Essex  | understand geographical similarities and differences through the study of human and physical geography England and a Greek Island  | understand geographical similarities and differences through the study of human and physical geography of a region of England and the Amazon Rainforest |
| **Location knowledge** | Name, locate and identify characteristics of the four countries and name the capital cities of the United Kingdom | Name and locate the worlds 7 continents and 5 oceans | 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 | 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 | identify the position and significance of Prime/Greenwich Meridian and time zones (including day and night) | Understand and locate lines of latitude, longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,  |
| **Skill - Mapwork and direction** | Follow directions (up, down, left, right etc.)Use relative vocabulary (bigger, smaller, like, unlike etc.)Use world maps and globesLabel places on a plan or mapDraw a simple map | Use basic atlasesUse aerial images and plan perspectives to recognise landmarks and basic physical featuresUse basic coordinates to locate featuresFollow a route on a plan or mapConstruct basic symbols in a keyUse simple compass directions (North, South, East and West) | Use and interpret mapsMake a sketch mapDraw a routeBe able to use digital mapping | Choose when to use globes, maps, atlases or digital mappingUse more complex atlases Read and understand the basic information on an OS map Use four-figure grid references | Plot journeys on globes, maps, atlases or digital mapsUse the eight points of a compass | Use six-figure grid referencesUse longitude and latitude as locational guides |
| **Skill - Fieldwork** | Answer geographical questions bymaking observationsCollect simple geographical information e.g. by tallying | Answer geographical questions by collecting information and simply analysing resultsCreate and use simple surveys and questionnairesUse maps to collect and record information | Follow a teacher led line of enquiryUse photographs to collect evidenceCreate charts and graphs to show data collected | Ask questions, hypothesise and help to design an enquiryMake measurements using field equipmentUse data to answer questions and interpret results | Choose appropriate fieldwork techniques and decide how to present findings Create annotated field sketchesEvaluate the effectiveness of fieldwork | Independently plan and carry out a geographical enquiry and present results and conclusionsUse digital technology to collect and record dataCollect and compare the same data at different sites |