**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 cycle  Distribution 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 globes  Label places on a plan or map  Draw a simple map | Use basic atlases  Use aerial images and plan perspectives to recognise landmarks and basic physical features  Use basic coordinates to locate features  Follow a route on a plan or map  Construct basic symbols in a key  Use simple compass directions (North, South, East and West) | Use and interpret maps  Make a sketch map  Draw a route  Be able to use digital mapping | Choose when to use globes, maps, atlases or digital mapping  Use 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 maps  Use the eight points of a compass | Use six-figure grid references  Use longitude and latitude as locational guides |
| **Skill - Fieldwork** | Answer geographical questions by  making observations  Collect simple geographical information e.g. by tallying | Answer geographical questions by collecting information and simply analysing results  Create and use simple surveys and questionnaires  Use maps to collect and record information | Follow a teacher led line of enquiry  Use photographs to collect evidence  Create charts and graphs to show data collected | Ask questions, hypothesise and help to design an enquiry  Make measurements using field equipment  Use data to answer questions and interpret results | Choose appropriate fieldwork techniques and decide how to present findings  Create annotated field sketches  Evaluate the effectiveness of fieldwork | Independently plan and carry out a geographical enquiry and present results and conclusions  Use digital technology to collect and record data  Collect and compare the same data at different sites |