



Curriculum Coverage for Geography

Sunnyhill Primary School



This is the Geography knowledge that the children should cover over their time with us, building on their skills each year. It has been split into five strands:

Geographical Enquiry

Environmental change and sustainable development

Geographical skills

Patterns and processes

Knowledge and understanding

EYFS Development Matters-

ELG:

- Children know about similarities and differences in relation to places, objects, materials and living things.
- They talk about the features of their own immediate environment and how environments might vary from one another
- They make observations of animals and plants and explain why some things occur, and talk about changes.

40-60 months

- Looks closely at similarities, differences, patterns and change.

30-50 months

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time

22-36 months

- Notices detailed features of objects in their environment.

National Curriculum: Key Stage 1-

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

By the end of Key Stage 1 pupils should be able to:

LOCATIONAL KNOWLEDGE

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

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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.

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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
- 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.

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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.
- 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.

	Geographical Enquiry	Environmental change and sustainable development	Geographical skills	Patterns and processes	Knowledge and understanding
Year 1	<p>To tell others things I like and dislike about a place.</p> <p>To use words and pictures to describe a place.</p>	<p>To keep a class weather chart and discuss changes.</p> <p>To suggest ways to improve a place in or near the school.</p>	<p>To use drawings and / or photographs of a place to help describe that place.</p> <p>To mark the location of a number of key places on local and national maps.</p> <p>To make a birds-eye map of a classroom.</p> <p>To use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>To 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>To use simple fieldwork and observational skills</p>	<p>To show an understanding of how places are linked to other places in and around school.</p> <p>To give reasons why some places are linked.</p>	<p>To describe what types of buildings are in a place.</p> <p>To use geographical language to describe where somewhere is, what it is like and how it is like another place.</p> <p>To locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>

			to study the geography of the school and its grounds and the key human and physical features of its surrounding environment.		
Year 2	<p>To 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>To give reasons in sentences for what I like and dislike about a place.</p> <p>To use words, pictures, charts, diagrams and tables to describe places.</p>	<p>To describe what types of buildings are in a place and use this to describe what type of place it is.</p> <p>To use geographical language to describe where somewhere is, what it is like, why it has become as it is, how it is changing and how it is like another place.</p> <p>To 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.</p>	<p>To make a map of a place that includes a four-point compass, grid references, own symbols and is labelled with geographical terms.</p> <p>To mark the location of a number of key places on local, national and world maps.</p> <p>To 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>To 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.</p>	<p>To show an understanding of how places are linked to other places locally, nationally and internationally.</p> <p>To give reasons why some places are linked.</p>	<p>To describe what types of buildings are in a place and use this to describe what type of place it is.</p> <p>To use geographical language to describe where somewhere is, what it is like, why it has become as it is, how it is changing and how it is like another place.</p> <p>To name and locate the world's seven continents and five oceans .</p>

National Curriculum: Key Stage 2-

By the end of Key Stage 2 pupils should know about:

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South 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.

By the end of Key Stage 2 pupils should be able 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
- 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 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) **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 within 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
- physical geography: water cycle
- 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 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
- 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.

	Geographical Enquiry	Environmental change and sustainable development	Geographical skills	Patterns and processes	Knowledge and understanding
Year 3	<p>To describe a place in terms of its physical and human features and give reasons why some of these features are where they are.</p> <p>To use ICT, maths and writing skills to research, record, present and communicate what is known about a place.</p>	<p>To keep a class weather chart throughout the school year and discuss weather around the world.</p> <p>To describe different points of view on an environmental issue.</p> <p>To know how to contribute to a reduction in climate change.</p>	<p>To devise a questionnaire to find out local opinions on an issue.</p> <p>To draw a map of a place that includes a key, grid references, four figure grid references, a scale, a compass, and some standard OS symbols.</p> <p>To plan a route using the 8 points of the compass.</p> <p>To 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 identify the parts of a river or coastline and explain the process of erosion and deposition.</p> <p>To identify how a place has changed over time and use physical and human factors to explain this.</p> <p>To compare places and give reasons for the differences.</p>	<p>To use the 8 points of the compass to describe the position of a place.</p> <p>To describe where a place is in terms of countries, regions, cities and rivers.</p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</p>

	Geographical Enquiry	Environmental change and sustainable development	Geographical skills	Patterns and processes	Knowledge and understanding
Year 4	<p>To collect statistics about people and places and present them in an appropriate way.</p> <p>To map the land use of a place, using given criteria.</p>	<p>To compare and contrast places using information, in terms of climate, temperature, and economy and give reasons for similarities and differences.</p> <p>To name and locate some of the major cities, countries, mountains, rivers and seas of Europe.</p> <p>To name and locate the continents.</p>	<p>To draw a map that includes a key, four figure grid references, a scale, a compass and standard OS symbols.</p> <p>To demonstrate an understanding of latitude, longitude and GMT.</p>	<p>To describe a place in terms of how economically developed it is.</p>	<p>To compare and contrast places using information, in terms of climate, temperature, and economy and give reasons for similarities and differences.</p> <p>To name and locate some of the major cities, countries, mountains, rivers and seas of Europe.</p>

	Geographical Enquiry	Environmental change and sustainable development	Geographical skills	Patterns and processes	Knowledge and understanding
Year 5	<p>To describe some of the possible ways in which a place might change in the future, giving reasons backed up with evidence.</p> <p>To map the land use of a place, using own criteria.</p>	<p>To show the ways that people are trying to manage an environment.</p>	<p>To draw a map that includes a key, six figure grid references, a scale, a compass and standard OS symbols.</p> <p>To use time zones to work out journey times around the world.</p> <p>To demonstrate an understanding of map scales.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>To compare and contrast places in terms of how economically developed they are and give reasons, with evidence, for their similarities and differences.</p>	<p>To 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>
Year 6	<p>To describe some of the possible ways in which a place might change in the future, giving reasons backed up with evidence.</p> <p>To map the land use of a place, using own criteria.</p>	<p>To show the ways that people are trying to manage an environment.</p>	<p>To use time zones to work out journey times around the world.</p> <p>To demonstrate an understanding of map scales.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate</p>	<p>To compare and contrast places in terms of how economically developed they are and give reasons, with evidence, for their similarities and differences.</p>	<p>To name and locate some of the major cities, countries, mountains, rivers and seas around the world.</p> <p>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics</p>

			<p>countries and describe features studied</p> <p>To 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>of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>
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