

	<p>Geography Intent: At Crockham Hill CE Primary School we facilitate a child's understanding about the world they live in. We aim to support the children in forming a wide appreciation of cultures from across the globe and a desire to care for the world for future generations. Through the breadth and depth of our carefully tailored curriculum, children feel engaged, knowledgeable and excited about all they've learnt and experienced in Geography.</p>						
	EYFS	1	2	3	4	5	6
Place knowledge	<p>Describe a familiar route. Discuss routes and locations, using words like "in front of" and "behind".</p>	<p>Name, describe and compare familiar places. Link their homes with other places in their local community.</p> <p>Know about some present changes that are happening in the local environment e.g., at school.</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>Understand why there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p> <p>Compare and contrast a town in England with another town in the UK?</p>	<p>Know about the wider context of places – region, country.</p> <p>Understand why there are similarities and differences between places</p> <p>Compare and contrast a town in England with another town in Europe?</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>Compare and contrast a town in England with another town in a non-European country?</p>	<p>Understand why there are similarities and differences between places.</p> <p>Develop an awareness of how places relate to each other.</p> <p>Compare two non-European countries</p>
Human and Physical	<p>Know some Similarities And Differences Between the Natural world Around them And Contrasting Environments, drawing on their experiences and what has</p>	<p>Describe seasonal weather changes and what this looks like in our environment.</p>	<p>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>Use basic geographical vocabulary to</p>	<p>Identify physical and human features of the locality. Explain about weather conditions/patterns around the UK and parts of the Europe.</p>	<p>Describe human features of the UK regions, cities and/or counties</p> <p>Understand the effect of landscape features on the development of a locality.</p> <p>Describe how people have been affected</p>	<p>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>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley,</p>	<p>Identify physical and human features of the locality.</p> <p>Explain about weather conditions/patterns around the UK and parts of Europe.</p> <p>Are we damaging the world? How will our world look in the future?</p>

	been read in class.		<p>refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Describe temperature differences around the world and over the year?</p>		<p>by changes in the environment.</p> <p>Explain about natural resources e.g. water in the locality.</p> <p>Explore weather patterns around parts of the world</p> <p>How does the weather effect our natural environment?</p>	<p>vegetation, season and weather.</p> <p>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	
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Geographical skills and fieldwork	Use all their senses in hands-on exploration of natural materials.	Ask simple geographical questions e.g. What is it like to live in this place?	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.	Ask and respond to geographical questions, e.g., Describe the landscape. Why is it like this? How is it changing?	Understand and use a widening range of geographical terms e.g., specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland etc.	Understand and use a widening range of geographical terms e.g., specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
	Begin to understand the need to respect and care for the natural environment and all living things.	Use simple observational skills to study the geography of the school and its grounds.	Use simple compass directions (North, South, East and West) and locational and directional language e.g., near and far; left and right, to describe the location of features and routes on a map.	Analyse evidence and draw conclusions e.g., make comparisons between locations using aerial photos/pictures such as populations, temperatures etc.	Measure straight line distances using the appropriate scale.	Understand and describe how the world is formed and continues to change?	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 his/her knowledge of the United Kingdom and the wider world.
	Draw Information From a Simple map.	Use simple maps of the local area e.g., large scale print, pictorial etc.	Use simple compass directions (North, South, East and West) and locational and directional language e.g., near and far; left and right, to describe the location of features and routes on a map.	Understand and use a widening range of geographical terms e.g., specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.	Explore features on OS maps using 6 figure grid references.		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.
	Explore the Natural World Around Them.	Use locational language (e.g., near and far, left and right) to describe the location of features and routes	Use aerial photographs and plan perspectives to recognise landmarks and basic	Understand and use a widening range of geographical terms e.g., specific topic vocabulary – meander, floodplain, location, industry, transport, settlement, water cycle etc.	Draw accurate maps with more complex keys.		Understand and use a widening range of Geographical terms e.g., specific topic vocabulary – urban, rural, land, use, sustainability, tributary, trade links etc.
		Make simple maps and plans e.g., pictorial place in a story	Use aerial photographs and plan perspectives to recognise landmarks and basic	Make more detailed fieldwork sketches/diagrams Use fieldwork instruments e.g. camera, rain gauge	Plan the steps and strategies for an enquiry.		Use maps, charts etc. to support decision making about the location of places e.g., new bypass. How will our world look in the future?
					Describe the journey of a river for source to sea.		

	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>Understand some important processes and changes in the natural World around them, including the Seasons.</p>		<p>human and physical features; devise a simple map; and use and construct basic symbols in a key.</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>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features.</p> <p>Use four figure grid references</p> <p>Use the 8 points of a compass make plans and maps using symbols and keys</p>			
Locational Knowledge	<p>Recognise Some Similarities And Differences Between Life in this Country And life In other Countries</p>	<p>Understand how some places are linked to other places e.g., roads, trains.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of</p>	<p>Identify where countries are within the UK and the key geographical features.</p> <p>Name and locate the cities within the UK</p>	<p>Recognise the different shapes of the continents.</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day</p> <p>Recognise the different shapes of countries.</p>	<p>Locate the world's countries, using mas 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>Name and locate counties and cities of the United Kingdom, geographical</p>

	<p>Know that there are Different Countries In the world and talk about the differences they have experienced or seen in photos.</p> <p>Recognise that some environments that are different to The one in which they live.</p> <p>Explain some similarities between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (When appropriate) maps.</p>		<p>the United Kingdom.</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom.</p>		<p>Identify where countries are within Europe.</p> <p>Recognise that people have differing qualities of life living in different locations and environments.</p> <p>Know how the locality is set within a wider geographical context.</p>	<p>Know about the wider context of places e.g. county, region, country</p> <p>Know and describe where a variety of places are in relation to physical and human features.</p> <p>Know the location of: capital cities of countries in the British Isles and UK, seas around the UK, European Union countries with high populations and large areas and the largest cities in each continent.</p>	<p>regions and their identifying human and physical characteristics, key geographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</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>
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