

Geography

Vision

At Village Primary School we encourage children to view the world as a bigger picture, ensuring they are curious and enthusiastic global citizens. We aim to provide children with hands-on experiences that allow them to **explore** whilst developing their knowledge and skill through active learning. We provide children the opportunities to extend their knowledge and understanding of physical and human geography through fieldwork and school trips. Meaningful links are made to Global Goals and Eco aims where possible. Visits to local heritage sites provides children with pride and excitement of their local area. Through the teaching of Philosophy for Children and Global Goals the children are able to support arguments and understand the need for change in the world, whilst gaining a further understanding of people and their culture. We intend to allow our children to **dream** of the world outside and to **discover** how to investigate human and physical features.

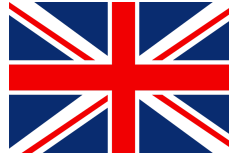


Geography - Curriculum Map

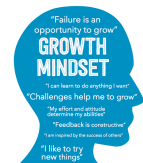
| | Autumn | Spring | Summer |
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| Nursery | To talk about life at home. (Place) Global Goal 11 & 15. | To tell stories about places and journeys (Place, Human and Physical Features) Global Goal 3, 6, 13, 14 & 15. | To talk about things they have observed in the Natural World e.g. plants and animals. (Place, Human and Physical Features, map skills) Global Goal 14 & 15. |
| End Points The most relevant statements for geography are taken from the following areas of learning: <ul style="list-style-type: none"> • Mathematics • Understanding the World | <ul style="list-style-type: none"> • To play with small world models and play maps. • To notice detailed features of things around them. <p>Mathematics</p> <ul style="list-style-type: none"> • Understand position through words alone. For example, “The bag is under the table,” – with no pointing. <ul style="list-style-type: none"> • Understanding the World Use all their senses in hands-on exploration of natural materials. | <ul style="list-style-type: none"> • To develop an understanding of decay and changes over time. • To show concern for living things and the environment. <p>Mathematics</p> <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Understanding the World</p> | <ul style="list-style-type: none"> • To investigate the natural world e.g. windmills and bubbles. • To provide stories and visits to real places e.g. the beach. <p>Mathematics</p> <ul style="list-style-type: none"> • Describe a familiar route. • Discuss routes and locations, using words like ‘in front of’ and ‘behind’. <p>Understanding the World</p> <ul style="list-style-type: none"> • Begin to understand the need to respect and care for the |



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| | <p>Visit Local Shops Local visits throughout the Year</p> | <ul style="list-style-type: none"> • Use all their senses in hands-on exploration of natural materials. • Begin to understand the need to respect and care for the natural environment and all living things. | <p>natural environment and all living things.</p> <ul style="list-style-type: none"> • Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. |
| <p>Reception</p> | <p>Changes over time at home and Local community (Place, Human and Physical Features, Change) Global Goal 11, 13 & 15. Visit- Local area walk</p> | <p>Opinions and feelings about the Natural World. (Place, Human and Physical Features, Change) Global Goal 13, 14 & 15.</p> | <p>Map observations of the local area. (Place, Human and Physical Features, Map skills, Fieldwork) Global Goal 11. Visit- Local Farm</p> |
| <p>End Points Geog key knowledge</p> <ul style="list-style-type: none"> • Know they live in Thornaby • Know our school is in Thornaby in Stockton – on –Tees • Know we live in a country | <ul style="list-style-type: none"> • To examine changes over time e.g. plants or ice. • To discuss home life and the local community. <p>Understanding the World</p> <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from | <ul style="list-style-type: none"> • To encourage opinions and feelings about the natural and man-made world. <p>Understanding the World</p> <ul style="list-style-type: none"> • Explore the natural world around them. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. | <ul style="list-style-type: none"> • To use appropriate words for the community e.g. town, shop. • To examine maps and photographs. • To visit the local area. <p>Understanding the World</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Describe their immediate environment using knowledge from |



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| <p>called the United Kingdom</p> <ul style="list-style-type: none"> Know that a globe represents the Earth | <p>observation, discussion, stories, non-fiction texts and maps.</p> <p>The Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. | <p>The Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. | <p>observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> 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. <p>The Natural World</p> <ul style="list-style-type: none"> Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. |
| <p>EYFS Skills</p> | <p>Understanding the World</p> <ul style="list-style-type: none"> Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. 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. <p>The Natural World</p> | | |



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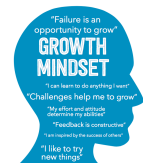
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Year 1 | Our School and Local Area – Thornaby (Place, Human and Physical Features, Map skills, Fieldwork) Global Goal 8, 11 & 15 Visit- Local area walk/Local Church | | Weather Patterns – UK (Place, Change, Environment, Map skills, Fieldwork) Global Goal 13 | | Seaside Study – Saltburn (Place, Scale, Human and Physical features, Map skills, Fieldwork) Global Goal 6 & 14 Visit- Saltburn | |
| End Points | <ul style="list-style-type: none"> • To carry out simple fieldwork and observational skills to study our school and the surrounding local area • To know we live and our school is in Thornaby, Stockton-on-Tees in the United Kingdom- locate on a map. • To identify physical features in our school and the local area e.g. river, soil, vegetation, season and weather. • To identify human features in our school and the local area e.g. school grounds, church, house, office, shop etc. | | <ul style="list-style-type: none"> • To record the weather over a week and identify patterns • To describe each weather type and know the season which they are associated with in the UK. • Name and locate characteristics of the four countries and capital cities of the UK • To research weather in a contrasting country e.g. small area comparison. | | <ul style="list-style-type: none"> • To use atlases to find local seaside towns. • To compare the seaside in different countries. – Compare seaside in UK and a hot country of similar size near the Equator. • Name and locate the seas around the UK • Use simple compass directions (North, South, East, West) and locational and directional language- near, far, left, right to describe location of features and routes on a map | |
| Year 2 | Atlas Work – United Kingdom(Place, , Change, Map skills, Fieldwork, Human and Physical Features) Global Goal 8 & 11 | | Local Area Study – Teesside(Place, , Change, Map skills, Fieldwork Human and Physical Features) Global Goal 8, 11 & 15 | | Australia(Place, Scale, Map skills, Fieldwork Human and Physical Features) Global Goal 15 | |
| End Points | <ul style="list-style-type: none"> • Know the countries of the UK • Name the capital cities of the UK. | | <ul style="list-style-type: none"> • Know that Thornaby is in the North East of England. • Know the compass points. | | <ul style="list-style-type: none"> • Name and locate the 7 continents of the world and its 5 oceans | |



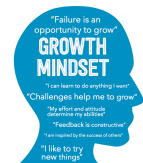
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| | <ul style="list-style-type: none"> • Be able to use a map of the UK to identify countries, seas and cities. • Study on London to link in with History Great Fire of London topic. • Can you draw a memory map of the UK? (naming countries and seas) • Use simple compass directions (North, South, East, West) and locational and directional language- near, far, left, right to describe location of features and routes on a map • Visit – Local Fire station | <ul style="list-style-type: none"> • Know that the River Tees is the local river. • Use aerial photographs, devise a map and use a simple key. • Compare Teesside to London (build upon last terms knowledge) • Locate local area on a UK map (build upon last terms knowledge) • Local area school visit - Visit - Saltholme | <ul style="list-style-type: none"> • Name Australia's capital city and locate on a map. • Know that Australia is in the Southern Hemisphere and use compass directions to describe its location in relation to the UK. Locate on a world map. • Be able to understand similarities and differences between UK and Australia (build upon Yr1 Weather Patterns). • Look at an area in Australia of similar size to Thornaby/Teesside, compare the two areas. |
| <p>Skills KS1</p> | <ul style="list-style-type: none"> - Name, locate and identify the characteristics of the 4 countries and capital cities of the United Kingdom. - Similarities and differences of human and physical Geography of an area. - ___ Identify seasonal and daily weather patterns. - Use Geography vocabulary to identify physical and human features. - ___ Use world maps, atlases, OS maps and globes. - ___ Use compass directions and directional language. - ___ Use aerial photographs, devise a map and use a simple key. - Use simple fieldwork and observational skills within the local area. | | |
| <p>Year 3</p> | <p>Our Local Area – Physical Features, Rivers(Place, Map skills, Fieldwork, Human and Physical Features)</p> <p>Global Goal 9</p> <p>Visit – River Tees Tees Barrage</p> | <p>European Study - Where is Rome? Europe (Place, Space+ Change, Map skills, Fieldwork Human and Physical Features)</p> <p>Global Goal 11 & 16</p> <p>Visit – Segudumum – travel through Tyne Tunnel</p> | <p>Volcanoes (Place, ,Change, Environment, Map skills, Fieldwork Human and Physical Features)</p> <p>Visit - York</p> |
| <p>End Points</p> | <ul style="list-style-type: none"> • Name and locate the UKs countries and cities • Locate Thornaby and the River Tees on a map. • To describe and understand human (settlement and land-use) and physical features (hills, coast, rivers, Pennines) | <ul style="list-style-type: none"> • To locate the world's continents and countries using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • To use maps, atlases, globes, OS and digital/computer mapping (Google Earth) to locate countries and describe features studied. | <ul style="list-style-type: none"> • To understand the effect volcanos have on the environment. Look at a Tectonic map • To understand what causes a volcano to erupt- link to Tectonic map knowledge • To investigate where Volcanos are in the world using maps, OS, atlases and Google Earth. |



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| | <ul style="list-style-type: none"> To use fieldwork to observe and record the human and physical features of the local area using maps, OS maps, plans and graphs. Use OS maps, compass points and directional vocabulary to locate local places of interest. To understand how the River Tees helps the local area. Visit | <ul style="list-style-type: none"> Find Roman city names in the UK – link to History topic Romans. Identify the position and significance of longitude, latitude, northern and southern hemispheres, North and South Poles. | <ul style="list-style-type: none"> To know that Indonesia has the largest active volcano and Antarctica has the greatest concentration of Volcanoes |
| Year 4 | <p>Continents – Comparisons (Place, Change, Map skills, Fieldwork, Human and Physical Features)</p> <p>Global Goal 6 & 15 Visit - Durham</p> | <p>Rainforests-South America (Place, Space +Change, Environment+sustainability, Map skills, Fieldwork Human and Physical Features,)</p> <p>Global Goal 11, 13 & 15 Visit Amazon Rainforest Geography excursion online visit.</p> | <p>Local Area Maps(Place, Environment, Change, map skills and Fieldwork Human and Physical features)</p> <p>Is the UK the same all over? Global Goal 9 Visit- Local Walk, Visit to another local town e.g. Hartlepool (Compare Thornaby/Hartlepool)</p> |
| End Points | <ul style="list-style-type: none"> Locate the world's continents, countries and cities and describe where Egypt is located in the world in relation to the UK. Use maps, atlases, globes and IT to locate countries and describe features. To name all of the continents and the seas Compare UK and Egypt Compare River Nile, River Thames and River Tees. | <ul style="list-style-type: none"> Locate the world's continents, oceans, countries –recap on Europe and focus on North and South America Explore the physical geography of The Amazon Rainforest e.g. biomes, climate zones and the water cycle Describe the impact of humans on The Amazon Rainforest over time Use 8 points on a compass, grid references, symbols and keys Use OS maps, atlases to study South America and understand Rainforest are only part of this continent. Amazon Rainforest Geography excursion online visit. Hamsterley Forest | <ul style="list-style-type: none"> Name and locate counties and cities and geographical regions of the UK Use fieldwork to observe, measure and record human and physical features in the local area Identify the position and significance of equator, northern and southern hemispheres, North and South Poles, longitude, latitude and time zones. Fieldwork – build on all skills acquired so far. Local Fieldwork investigation Visit |
| Year 5 | <p>Victorian Trade – OS MAPWORK FOCUS (Place, Space+Change, Scale, Map skills, Human and Physical Features)</p> | <p>Topographical Knowledge(Place ,Space+Change, Environment, Sustainability, Map skills, Fieldwork, Human and Physical Features)</p> | <p>European Comparison – Greece(Place, Space+Change, Scale, Map skills, Fieldwork Human and Physical Features,)</p> |



| | Global Goal 9 & 11 Visit- Beamish mining town | Global Goal 13 Visit- Whole day Arctic workshop online. Meet explorers. | Global Goal 2, 8 & 9 | |
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| End Points | <ul style="list-style-type: none"> To identify the countries in the British Empire during the Victorian Era To know that these countries were trade routes as part of the old British Empire. To plan and map a trade route and use directional vocabulary to write a description. To compare and contrast Victorian trade links with modern day trade links (human geography). To make comparisons between a Victorian UK map and a modern day map. What is similar/different? Beamish – look at features of a mining town | <ul style="list-style-type: none"> To compare and contrast the Arctic and Antarctica To describe and understand the biomes of the Polar Regions. To explain the effect of Global warming on our Polar Regions. To use and OS map to identify features of Antarctica and make comparisons with the UK Identify position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night) | <ul style="list-style-type: none"> To identify and locate Greece and its islands on a European map. Draw a map of Europe from memory – build upon previous years To compare and contrast Greece and the United Kingdom. To explain the importance of European countries working together e.g. trade, food, energy, minerals, migration etc. Understand geographical similarities and differences through the study of human and physical geography of a region of the uk, a region in a European country and a region within North or South America | |
| Year 6 | <p>Countries Involved in WW1 –UK and Europe including Russia(Place, Space+Change, Map skills, Fieldwork, Human and Physical Features)</p> <p>Global Goal 8, 9 & 11 Article 38</p> <p>Visit Headlands- Heugh Battery Museum</p> | <p>Climate Change(Place, Space+Change, Environment, Sustainability Map skills, Fieldwork, Human and Physical Features)</p> <p>Global Goal 13</p> <p>Visit Robin Wood, Roseberry Topping</p> <p>Visit Local area walk linked to Heritage – map out the route of Thornaby Aerodrome.</p> | <p>Mayans and Farming North and Central America(Place, Change, Map skills, Fieldwork, Human and Physical Features) Global Goal 9</p> | <p>Being Geography KS3 READY(Place ,Space+Change, Scale, Environment, sustainability Map skills, Fieldwork, Human and Physical Features)</p> <p>Visit Danby Forest</p> |
| End Points | <ul style="list-style-type: none"> To know and locate on a map which countries were involved in WW1 To know that some of the countries involved in WW1 no longer exist in the same way e.g. Austria-Hungary To locate the world's countries and key cities using maps. Identify and locate countries in Europe according to their features. Identify and compare capital cities. | <ul style="list-style-type: none"> To know that climate change is affecting the world's temperature and understand the impact of this. To track and observe local area patterns. To know that humans are the biggest cause of climate change To use world maps, atlases and globes, and can compare these over time. Look at Asia (China) and its impact on climate change. | <ul style="list-style-type: none"> To know where the Mayan settlements were and to identify them on a map of North America. To know that the Mayans built structures which are still standing today and observe these using Google Earth. | <ul style="list-style-type: none"> Compasses and following routes Maps, symbols, keys and four and six figure grid references Geographical regions Settlement – villages to megacities Latitude & Longitude |



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| | <ul style="list-style-type: none"> • Research human and physical features of a European country. • Look at how land changes over time and compare ww1 and current maps of Europe. • Use a street near you app to make links with remembrance, OS maps and research local soldiers. • Heugh Battery visit – look at the coastline | | <ul style="list-style-type: none"> • To describe and understand land settlement, land use, trade links and food in an ancient civilisation • North and Central America comparison study. | <ul style="list-style-type: none"> ○ Earthquakes and Volcanoes ○ Climate zones, biomes and vegetation zones ○ Energy, water and food resources ○ Geographical Information Systems <p>Which is great for.....</p> <ul style="list-style-type: none"> ○ Revisiting and consolidating their geographical learning ○ Transferring skills and knowledge into children's long-term memory and making it stick ○ Testing children's geographical knowledge and skills can be applied appropriately <ul style="list-style-type: none"> • |
| <p>Skills KS2</p> | <ul style="list-style-type: none"> - ___ Locate the world's countries and key cities using maps. - ___ Name and locate cities in the United Kingdom. - Identify human and physical characteristics. - Understand geographical similarities and differences. - ___ Describe and understand mountains and volcanoes. - Describe and understand land settlement, land use, trade links and food. - ___ Describe and understand mountains, rivers and vegetation. - ___ Use world maps, atlases and globes. - Use fieldwork to observe, measure and record human and physical features. - Identify the position and significance of latitude, longitude and time zones. - ___ Use 8 points on a compass, grid references, symbols and keys. | | | |



