



Geography



"The more that you read, the more things you will know. The more that you learn, the more places you'll go."

Geography Statement of Intent

At Folksworth Primary School we aim to teach a geography curriculum that sparks and nurtures pupils' curiosity about the world in which we live, as well as their understanding of their place within it. We teach our pupils about their local area and about the diverse places and populations around the world, encouraging them to ask and find the answers to questions and develop their own interests. We want our pupils to become responsible citizens and through our geography curriculum we develop their understanding of global environmental issues.

We build pupils' subject knowledge about the world, teaching them about the Earth's physical and human processes and features. Our teaching is carefully planned to complement other subject areas so that pupils learn in a meaningful way. Alongside this, we develop their geographical skills through practical fieldwork. By the time they move to secondary school our aim is for our pupils have a secure understanding of how to use maps, atlases and compasses and have an appreciation for the different landscapes, climates and places of the world.



Geography Unit Overview

YEAR A	Autumn 1	Auumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Paddington at the Tower <i>Michael Bond</i>	Toby and the Great Fire of London <i>Margaret Nash & Jane Cope</i>	The Jolly Postman <i>Janet & Allan Ahlberg</i>	The Magic Faraway Tree <i>Enid Blyton</i>	The Lighthouse Keepers' Lunch <i>Ronda & David Armitage</i>	George's Marvellous Medicine <i>Roald Dahl</i>
	<ul style="list-style-type: none"> • Locational Knowledge • Human and Physical Geography • Skills and Fieldwork • Place Knowledge 	X	<ul style="list-style-type: none"> • Locational Knowledge • Human and Physical Geography • Skills and Fieldwork 	X	X	X
Years 3 & 4	Charlie and The Chocolate Factory <i>Roald Dahl</i>	Demon Dentist <i>David Walliams</i>	Beowulf <i>Rob Lloyd Jones and Victor Tavares</i>	The Saga of Erik The Viking <i>Terry Jones</i>	Poems to Perform <i>Julia Donaldson</i>	The Time Travelling Cat and the Egyptian Goddess <i>Julia Jarman</i>
	<ul style="list-style-type: none"> • Locational Knowledge • Skills and Fieldwork 	X	• Human and Physical Geography	• Human and Physical Geography	<ul style="list-style-type: none"> • Locational Knowledge • Human and Physical Geography • Skills and Fieldwork • Place Knowledge 	<ul style="list-style-type: none"> • Locational Knowledge • Human and Physical Geography • Skills and Fieldwork • Place Knowledge
Years 5 & 6	Cosmic <i>Frank Cottrell Boyce</i>	The Nowhere Emporium <i>Ross MacKenzie</i>	Rain Player <i>David Wisniewski</i>		Goodnight Mr Tom <i>Michelle Magorian</i>	Macbeth (A Shakespeare Story) <i>Andrew Matthews and Tony Ross</i>
	X	X	<ul style="list-style-type: none"> • Locational Knowledge • Human and Physical Processes 	<ul style="list-style-type: none"> • Skills and Fieldwork • Place Knowledge 	<ul style="list-style-type: none"> • Locational Knowledge • Skills and Fieldwork 	X



YEAR B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Years 1 & 2	Dogger <i>Shirley Hughes</i>	The Owl Who was Afraid of the Dark <i>Jill Tomlinson</i>	The Tiger who came to tea <i>Judith Kerr</i>	Handa's Surprise <i>Eileen Browne</i>	The Day the Crayons Quit <i>Drew Daywalt & Oliver Jeffers</i>	The Owl and the Pussycat <i>Edward Lear</i>
	X	<ul style="list-style-type: none"> Human and Physical Geography 	<ul style="list-style-type: none"> Locational Knowledge Human and Physical Geography 	<ul style="list-style-type: none"> Locational Knowledge Skills and Fieldwork Place Knowledge 	X	<ul style="list-style-type: none"> Locational Knowledge Skills and Fieldwork
Years 3 & 4	Stig of the Dump <i>Clive King</i>	The Firework Makers Daughter <i>Philip Pullman</i>	The Iron Man <i>Ted Hughes</i>	Run Wild <i>Gill Lewis</i>	Avoid Being a Roman Soldier <i>David Stewart</i>	The Thieves of Ostia <i>Caroline Lawrence</i>
	X	X	X	<ul style="list-style-type: none"> Locational Knowledge Human and Physical Geography Skills and Fieldwork Place Knowledge 	X	<ul style="list-style-type: none"> Locational Knowledge Human and Physical Geography Skills and Fieldwork Place Knowledge
Years 5 & 6	Tudor Tales: The Thief, the Fool and the Big Fat King <i>Terry Deary</i>	The Spy Master: First Blood <i>Jan Burchett & Sara Vogler</i>	The Storm Keeper's Island <i>Catherine Doyle</i>	The Highwayman <i>Alfred Noyes</i>	Beasts of Olympus: Beastkeeper Lucy Coats & David Roberts	Percy Jackson and the Lightning Thief <i>Rick Riordan</i>
	X	X	<ul style="list-style-type: none"> Locational Knowledge Human and Physical Geography Skills and Fieldwork Place Knowledge 	X	X	<ul style="list-style-type: none"> Locational Knowledge Human and Physical Geography Place Knowledge



Geography Progression of Knowledge and Skills

By Year Group

Local Knowledge

Geographical Skills & Fieldwork

Place Knowledge

Human & Physical Geography

Year Group	Standardised Objectives
Year R	<p>ELG People, cultures and Communities</p> <ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps <p>ELG People, Cultures and Communities</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. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class <p>ELG 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
Year 1	<ul style="list-style-type: none"> Know names of 7 continents and 5 oceans Name 4 countries of the UK and their capitals Start to use world maps, atlases and globes Begin to use simple compass directions and locational language Use aerial photos and plans to recognise landmarks Draw simple maps eg of school grounds Talk about similarities and differences between area of UK and non-European area Talk about daily weather and seasonal weather patterns in the UK Find hot and cold areas in the world using atlases Begin to use basic geographical vocabulary eg <i>town, city, beach, forest, sea, mountain</i>



Year 2	<ul style="list-style-type: none"> • Name and locate the world's 7 continents and 5 oceans • Name, locate and identify the 4 countries of the UK, their capital cities and the surrounding seas • Use world maps, atlases and globes • Use simple compass directions and locational language to describe the location of features and routes on a map • Use aerial photos and plans to identify human and physical features • Devise simple maps and create a key using symbols • Identify similarities and differences in human/physical geography between area of UK and non-European area • Identify daily weather and seasonal weather patterns in the UK • Locate and name hot and cold areas in the world in relation to Equator and N/S Poles • Develop geographical vocabulary eg <i>rural, urban vegetation, season</i>
Year 3	<ul style="list-style-type: none"> • Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities • Begin to identify position of latitude, longitude and N/S Hemispheres and Equator • Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic • Begin to identify position of Prime/Greenwich Meridian and time zones • Confidently use world maps, atlases and globes and begin to use digital mapping • Begin to explain geographical similarities and differences (region of UK, European country and N/S America) • Begin to describe some key aspects of physical geography eg <i>climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle</i> • Begin to describe some aspects of human geography eg <i>settlement, land use, distribution of natural resources</i>



Year 4	<ul style="list-style-type: none"> • Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities • Name and locate countries and cities of the UK, describing geographical regions and topographical features • Explore how some aspects of physical and human characteristics have changed over time • Securely use world maps, atlases and globes and use digital mapping • Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs and digital technology • Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically • Describe and understand aspects of physical geography eg <i>climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle</i> • Describe and understand aspects of human geography eg <i>land use, settlement, economic activity and distribution of natural resources</i>
Year 5	<ul style="list-style-type: none"> • Locate majority of the world's countries using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features • Identify position of latitude, longitude and N/S Hemispheres • Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic • Identify position of Prime/Greenwich Meridian and time zones • Securely use world maps, atlases, globes and digital mapping to build knowledge of the wider world • Observe, record and present human/physical features of local area using maps, sketches, plans, graph, digital technology (numerical, quantitative and writing at length) • Use 8-point compass, grid references and Ordnance Survey maps • Examine geographical similarities and differences (regions of the UK, European country and N/S America) and communicate geographically • Explain key aspects of physical geography (eg <i>climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle</i>) • Explain key aspects of human geography (eg <i>settlement and land use, economic activity and distribution of natural resources</i>) • Understand the interaction between physical and human processes and features



Year 6	<ul style="list-style-type: none"> • Locate world's countries and cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features • Name and locate countries, cities and regions of the UK • Secure understanding of how and why the UK's physical/human features, geographical regions, topographical features and land-use patterns have changed over time • Apply understanding of positional language to explain geographical characteristics • Use digital mapping, 8-point compasses, 4- and 6-digit grid references and Ordnance Survey maps • In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative, writing at length • Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways • Examine and explain key aspects of physical geography (eg <i>climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle</i>) • Explain key aspects of human geography (eg <i>settlement and land use, economic activity, distribution of natural resources</i>) • Understand the interaction between physical and human processes and features and how these change over time
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By Theme

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge						
	Know names of 7 continents and 5 oceans Name four countries of the UK and their capital cities	Name and locate the 7 continents and 5 oceans Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas	Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic Begin to identify position of Prime/Greenwich Meridian and time zones	Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities Name and locate countries and cities of the UK, describing geographical regions and topographical features Explore how some aspects of physical and human characteristics have changed over time	Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features Identify position of latitude, longitude and N/S Hemispheres Identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic Identify position of Prime/Greenwich Meridian and time zones	Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features Name and locate countries, cities and regions of the UK Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land use patterns have changed over time Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg topography
Human & Physical Geography						
(The Natural World) 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	Begin to use basic geographical vocabulary eg <i>town, city, beach, forest, sea, mountain</i> Talk about daily weather and seasonal weather patterns in the UK Find hot and cold areas in world using atlases	Develop geographical vocab eg <i>rural, urban, vegetation, season</i> Identify daily weather and seasonal weather patterns in the UK Locate and name hot and cold areas in world in relation to Equator and the North/South Poles	Begin to describe some key aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle) Begin to describe some key aspects of human geography (settlement/land use and distribution of natural resources)	Describe and understand aspects of physical geography (climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle) Describe and understand aspects of human geography (settlement/land use, economic activity and distribution of natural resources)	Explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle) Explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources) Understand the interaction between physical and human processes and features	Examine and explain key aspects of physical geography (climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle) Examine and explain key aspects of human geography (settlement/land use, economic activity and distribution of natural resources) Understand the interaction between physical and human processes and features and how these change over time



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skills & Fieldwork						
(People, Cultures and Communities) Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;	<p>Start to use world maps, a tiases and globes</p> <p>Begin to use simple compass directions and locational language</p> <p>Use aerial photos and plans to recognise landmarks</p> <p>Draw simple maps eg of school grounds</p>	<p>Use world maps, atlases and globes</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map</p> <p>Use aerial photos and plans to identify features, human and physical</p> <p>Devise simple maps and create a key using symbols</p>	Confidently use world maps, atlases and globes and begin to use digital mapping	<p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p>	<p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p>Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg <i>numerical, quantitative and writing at length</i></p> <p>Use 8-point compass, grid references and Ordnance Survey maps</p>	<p>In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg <i>numerical, quantitative and writing at length</i></p> <p>Use digital mapping, 8- point compasses, 4- and 6- digit grid references and Ordnance Survey maps</p>
Place Knowledge						
(People, Cultures and Communities) 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. – Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class	Talk about similarities and differences between area of UK and non- European area	Identify similarities/differences in physical/human geography between area of UK and non-European area	Begin to explain geographical similarities and differences (region of UK, European country and N/S America)	Explain geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically	Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically	Analyse geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographical concepts in a wide variety of ways

