



Park View Primary School

Geography Knowledge and Skills Coverage



Early Years Curriculum	Aspects of the Early Years Framework that mostly lay the foundations for history in the National Curriculum are from Understanding the world: People and Culture & The Natural World	
	Knowledge	Skills
Nursery	What is a building and name a type of building (house, school) Know that some things are outside and name some (grass, tree, flower) That we wear different clothes in different weather, Some homes are different. We buy things at a shop.	Talk about what they can see Experience natural environments Recognise a familiar place in a photo
Reception	We have a home (house, flat etc), we live on a street in Basingstoke We live in England There are continents around the world: people might live differently in different continents, animals live on different continents, plants grow on different continents Weather can change daily There are 4 seasons London is our capital city A map is a picture representing a place Some things are natural and others are made by humans Some buildings are special/important because of what happens in them (doctors, church, school) Names of some natural features (rivers, seas, hills etc) Different ways land is used (farms, gardens, houses, shops)	Identify natural and not natural features Compare different ways people live Compare different areas animals live Observe the immediate environment and changes with weather and seasons Identifying key features in the area (school and immediate streets)

Year 1	Local Area Study South Ham	Animals of the continents and Ocean	Europe
Knowledge	Where South Ham is relating to Festival Place The names of major roads around the school Naming of key local features that can be seen from school and on a local walk. The name of the town and area of the school.	Hot and cold areas relating to equator and North/South Poles. The seven continents – names and map location Five Oceans – names and map locations At least 2 animals from Arctic region, Antarctic, African Savannah, desert, S. American, African and Asian rainforest (hot biomes near equator)	Location of the UK in Europe Name and location of at least 2 other countries in Europe. At least two natural and three human geographical features of the countries. Name types of natural features (coast, mountain, river etc)
Skills	Geographical understanding Can identify the human and physical features of the local area and of the two localities studied. Making and Interpreting maps Can devise a simple map and use and construct basic symbols in a key. Geographical skills and Fieldwork Can use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its	Contextual world knowledge Can name some of the World's 7 continents and 5 oceans. Understands that a world map shows all the countries in the world. Geographical Enquiry (process) Can talk about similarities and differences between two or more biomes (hot and cold) Can talk about places and use annotations or captions (maybe scribed) to identify important features of picture sources, maps	Contextual world knowledge Can identify the UK on a map. Geographical skills and Fieldwork Can use simple compass directions and locational and directional language. Place knowledge (countries/cities) Identifies some geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting European country
	As part of Science and Geography longitudinal study Geographical understanding Can identify seasonal and daily weather patterns in the UK.		
Year 2	Countries of the United Kingdom	Seasonal and weather patterns	Non-European Country Nepal
Knowledge	The location of the UK on a map The names of the seas surrounding the UK Name of borders for the 4 nations of the UK Names of UK capital cities Building and organisations that govern the 4 nations Natural and human landmarks of the 4 nations, The flags of the United Kingdom (5 in total)	Where in Britain in relation to the Equator and North Pole Weather patterns and seasons of UK Weather patterns and seasons of India, Arctic region or Antarctica, Sahara/Serengeti Average weather in the UK capitals	The geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country (Nepal) Location of Nepal on the map and the bordering countries The name and location of the capital city Comparison of populations The location of the Himalayas and Mount Everest Why Mount Everest is an important physical geographical feature Cultural festivals and practises Habits around Nepal and animals that are found there
Skills	Contextual world knowledge Name and locate on a map the 4 countries and capital cities of the UK. Identify the characteristics of the 4 countries and capital cities of the UK. Geographical understanding Can use geographical vocabulary to refer to key physical and human features. Geographical skills and Fieldwork Can use the four-point compass directions to describe location of features. Able to use aerial photographs and plan perspectives to recognise landmarks and human and physical features. Making and Interpreting maps Identify the UK on a world map and the countries of the UK on a UK only map	Geographical understanding Can identify seasonal and daily weather patterns in the UK and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles. Geographical skills and Fieldwork Can use simple fieldwork and observational skills to study the geography (weather) of the surrounding area.	Contextual world knowledge Can name and locate the 7 continents and 5 oceans, Can understand the terms 'continent' and 'sea' Geographical understanding Can identify the human and physical features of the two localities studied. Can use geographical vocabulary to refer to key physical and human features. Geographical Enquiry (process) Can gather information from simple sources to ask and answer questions about the geographical features Place knowledge (countries/cities) Can identify the geographical similarities and differences through studying the human and physical geography the UK and of contrasting non-European country



Park View Primary School

Geography Knowledge and Skills Coverage



Year 3	Counties, cities and towns of the UK Including Basingstoke	Biomes and significant natural features of the world	Comparison of a region of the UK & Europe Coasts and France
Knowledge	Types of settlements – including coastal, agricultural, port, cross-road/market and resort and associated land use. Location of key cities: including but not limited to London, Birmingham, Manchester, Winchester, Southampton, Edinburgh, Glasgow, Cardiff, Swansea, Belfast Location of Basingstoke and why it is not a city. The difference between a hamlet, village, town and city.	Refresh locations of the 7 continents and 5 oceans Location of the great mountain ranges of the world (Andes, Himalayas, Rocky Mountains, Alps, Blue mountains and Atlas mountains) Location of the world’s biomes, their flora and fauna – dessert, Rainforest, Savannah, woodland, grassland and tundra. Location of the equator and why it is significant Northern/Southern Hemisphere Prime/Greenwich Meridian and time zones	What is a county and identifying Hampshire Name, capital city and location of UK, France, Germany, Spain, Russia, Italy and Poland Know and locate and compare key physical and human characteristics , key coastal city of the region (Portsmouth and Toulon) Key topographical features (including hills, mountains, coasts and rivers) of the English and French coast
Skills	Geographical understanding Can identify the key physical and human characteristics, countries and major cities e.g. rivers, mountains, capitals, landmarks. Contextual world knowledge Identify and locate the UK and its capital city and surrounding seas. Know and locate some environmental regions, key physical and human characteristics, countries and major cities of the UK. Making and Interpreting maps Begin to use some symbols when drawing and using maps Geographical Enquiry (process) Describe and compare places. Explore simple solutions to geographical issues	Geographical understanding Can describe and identify key aspects of physical geography including weather, biomes and vegetation belts, rivers and mountains Geographical skills and Fieldwork Can interpret and use atlases, and globes to locate countries and biomes, and describe features studied. Geographical Enquiry (process) Can make comparisons between different regions and biomes. Contextual world knowledge Identify and locate the biomes of the world and some of their characteristic feature	Geographical understanding Describe geographical places & features using words and diagrams. Geographical Enquiry (process) Describe and compare places. Explore simple solutions to geographical issues Geographical skills and Fieldwork Can use the eight points of a compass and four-figure grid. Contextual world knowledge Identify key topographical features (including hills, mountains, coasts and rivers) of a local area Place knowledge (countries/cities) Can identify geographical similarities and differences of a region of the United Kingdom and a region in a European country,
Year 4	Weather and climate change	Comparing two regions of the world Lake Victoria, Kenya (Equator) and Artic circle settlement, Canada	Comparing two area of the United Kingdom Basingstoke and Snowdonia/Conwy
Knowledge	The weather patterns of the UK and changes over the last 20 years The difference between weather an climate Factors that contribute to changes in weather patterns - North Atlantic Drift, pollution What is the Ozone and how does it affect weather What are fossil and renewable fuels Extreme weather conditions, drought, famine,	Physical features of North Kenya (around the equator and Lake Victoria) and Northern Territories of Canada Seasonal and weather patterns in the areas Human geographical features and how communities have adapted to extreme weathers Land use and tourist opportunities in the regions Daily life for a child in the area	Physical and human features of Basingstoke/North Hampshire and Conwy/Snowdonia Leisure and tourism locations (shops, theatres, sports facilities) Can 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 surrounding the urban settlements
Skills	Contextual world knowledge Identify the position and significance of latitude, the Tropics of Cancer and Capricorn Geographical understanding Offering own views Geographical Enquiry (process) Can describe and question the impact of human behaviour on the world. Present geographical information and data using bar charts and time graphs, pictograms and tables choosing the most appropriate method. Asks perceptive questions. Knows how to find, select and utilise suitable information to formulate and investigate hypothesis.	Contextual world knowledge Making comparisons between some environmental regions, key physical and human characteristics, countries and major cities of Europe, Africa and Canada. Geographical understanding Describes key (UK and global)aspects of: Physical geography, including: vegetation belts, rivers, mountains Compare and contrast places. Suggest simple solutions to geographical issues Geographical skills and Fieldwork Can use maps at a range of scales i.e. a sketch map of a locality and actual symbols. Geographical Enquiry (process) Knows how to find, select and utilise suitable information to formulate and investigate hypothesis.	Geographical understanding Describe geographical patterns of places & features in words, diagrams & maps using subject-specific vocabulary backed up by nontechnical general language Place knowledge (countries/cities) Identifies geographical similarities and differences through the study of places i.e. compare different local areas, parts of the UK and the wider world Geographical skills and Fieldwork Able to use references, symbols, key and OS maps to measure, record and present the human and physical features of an area. Making and Interpreting maps Draw sketch maps of places and routes that show some understanding of scale and direction Begin to use some symbols when drawing and using maps
Year 5	Rivers and the water cycle	Brazil : Physical Geography	Brazil : Human Geography
Knowledge	Location of major world rivers - Amazon, Danube, Nile, Mississippi, Yangtze, Yellow, Euphrates, Tigris, Belize river, Thames, Murray River (Australia), Rhine and associated vegetation belts The ecosystems of rivers – inc banks and bed Rivers as trade routes The three phases of a river : upper curse, middle course and lower course Physical features of a river – waterfall, meander, tributary The water cycle in the UK, - Evaporation, condensation, precipitation	Location of Brazil in Atlas, on a globe and digital maps and using longitude, latitude and the time difference with London Bordering countries (and their capitals) and oceans Features of the Amazon Rainforest – location, layers, deforestation Climate and weather patterns Physical features – coast, Pantanal (wet/flood lands) and highlands. Compare the geographical similarities and differences of a region of the United Kingdom and a region of Brazil (suggestion Scottish and Brazilian Highlands) Identify the position and significance of longitude and time zones	Major cities of including Brasilia and Rio de Janeiro Language, population, systems of government, religion, national holidays and Festivals Lives of indigenous people vs life in a city Impact of urbanisation Tourism and trade Legacy of the slave trade. Comparison between life in UK and a region of South America including: types of settlements, land use, economic activity and trade links
Skills	Geographical understanding Can explain how water affects the environment settlement , environmental change and sustainability Making and Interpreting maps Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features.	Geographical understanding Suggest simple reasons for why places / features / patterns are like they are, using subject-specific vocabulary, appropriate diagrams and maps. Identify some reasons why places / features / patterns change Offer own views & recognise that other people may hold different views	Contextual world knowledge Locate some human characteristics, countries and major cities of South America making comparisons with the UK and Europe. Geographical understanding Can describe key aspects of Human geography, including: types of settlement and land use, economic



Park View Primary School

Geography Knowledge and Skills Coverage



	Geographical Enquiry (process) Can explain with examples	Geographical skills and Fieldwork Able to use digital technology to compare different places Geographical Enquiry (process) Can explain with examples Making comparisons of Brazil with the UK and Europe. Can construct simple reasoned arguments about aspects of geographical change. Place knowledge (countries/cities) Can identify geographical similarities and differences of a region of the United Kingdom, a region in a European country, and a region within South America.	activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Explain how changes affect the lives and activities of people. Offer own views & recognise that other people may hold different views Geographical Enquiry (process) Can explain with examples Draw graphs of geographical information using a ruler accurately Complete, read & interpret geographical information presented in table Making and Interpreting maps Create country maps representing the human and physical features of the local area showing land usage
Year 6	Natural Disasters		Australia
Knowledge	The warning signs, events and impact of a volcano eruption, tsunami, avalanche, tornadoes and hurricanes. Location of the ring of fire and why it is the location of many extreme earth events Layers of the Earth's core and role of tectonic plates on natural disasters and definition for continents. Locations of a range of countries and significant geographical features in the wider world, relating to natural disasters		Location on map, Atlas, globe and digital maps Time zones, longitude and latitude at extremes and for 3 major cities Location and human features of Canberra, Perth and Melbourne (population and landmarks) Location and physical features: blue mountains, Great Barrier reef, Western Plateau, Central lowlands and Eastern highlands. Looking at the flora and fauna of the regions Location and significance of Uluru (Ayers rock) Impact of the British Empire and transportation of convicts Comparison of life for first-nation peoples and people of European descent Tourism: opportunities and impact.
Skills	Contextual world knowledge Apply knowledge of the position and significance of global features, e.g. extremes of latitude, longitude, Equator, etc. Geographical understanding Suggest reasons for why places / features / patterns are like they are, using subject-specific vocabulary, appropriate diagrams and maps. Explain how changes affect the lives and activities of people. Geographical skills and Fieldwork Can use the eight points of a compass, four-figure grid references, symbols and key. Beginning to use 6 figure grid references with latitude and longitude. Making and Interpreting maps Make reference to significance of lines of latitude, longitude and the Northern and Southern Hemispheres Geographical Enquiry (process) Can construct reasoned arguments for or against human action. Can question sources and data Complete, read & interpret geographical information presented in tables Convert raw geographical data to percentages and use this for comparative purposes		Contextual world knowledge Greenwich Meridian, different time zones and night and day Geographical understanding Suggest reasons for why places / features / patterns are like they are, using subject-specific vocabulary, appropriate diagrams and maps. Suggest valid solutions to geographical issues Offer reasons for own views & recognise that other people may hold different views Making and Interpreting maps Use symbols and keys on maps including digital / computer and Ordnance Survey maps to identify features and describe places Make reference to significance of lines of latitude, longitude and the Northern and Southern Hemispheres including time zones and day and night Geographical Enquiry (process) Complete, read & interpret geographical information presented in tables Convert raw geographical data to percentages and use this for comparative purposes
	Place knowledge (countries/cities) Compare geographical similarities and differences through the study of places linked to other topic areas. (Baghdad and the Silk Road, issues arising in Crime and Punishment unit)		