



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



GEOGRAPHY			
Year Group	NC Objectives	Skills	Knowledge
Year 1	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> 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<input type="checkbox"/> 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<input type="checkbox"/> 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.	<ul style="list-style-type: none">• Pupils are beginning to use maps, atlases and globes to identify studied regions more confidently and can use at least one accurately• Pupils can use simple compass directions with increasing accuracy• Pupils are recognising landmarks with increased accuracy• Pupils are beginning to devise a simple map	<ul style="list-style-type: none">• Pupils can name and locate three of the seven continents of the world• Pupils can name and locate two of the five oceans of the world• Pupils can name and locate three of the four countries of the United Kingdom• Pupils can name two of the four capital cities of the United Kingdom• Pupils have studied a small area in the U.K and in a non-European country and are able to identify a few similarities and differences in human geography• Pupils can identify seasonal patterns• Pupils can locate hot and cold areas of the world in relation to the Equator and North or South Poles



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



<h1>Year 1</h1>	<p>Locational knowledge</p> <ul style="list-style-type: none"><input type="checkbox"/> name and locate the world's seven continents and five oceans <input type="checkbox"/> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"><input type="checkbox"/> 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>Human and physical geography</p> <ul style="list-style-type: none"><input type="checkbox"/> 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<input type="checkbox"/> 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<input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		<ul style="list-style-type: none">• Pupils are beginning to use basic geographical vocabulary to refer to human features • Pupils are beginning to use basic geographical vocabulary to refer to physical features
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WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



Year 2

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.

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

- Pupils can use maps, atlases and globes confidently to identify studied regions
- Pupils can use simple compass directions confidently
- Pupils can recognise landmarks
- Pupils can devise a simple map with basic symbols in a key

- Pupils can name and locate the seven continents of the world
- Pupils can name and locate the five oceans of the world
- Pupils can name and locate the four countries of the United Kingdom
- Pupils can name the four capital cities of the United Kingdom
- Pupils have studied a small area in the U.K and in a non-European country and are able to identify similarities and differences in human geography
- Pupils can identify seasonal and daily weather patterns
- Pupils can locate hot and cold areas of the world in relation to the Equator and North and South Poles
- Pupils can use a wide range of basic geographical vocabulary to refer to human features
- Pupils can use a wide range of basic geographical vocabulary to refer to physical features



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



Year 2

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

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



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



Year 3

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.
- 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.

Locational knowledge

- Pupils should be taught 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

- Pupils are practising using maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied and can use at least one confidently
- Pupils are beginning to use four figure grid references and are becoming increasingly accurate with symbols and key
- Pupils are beginning to use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

- Pupils can, with increasing accuracy, locate countries in Europe, North and South America on a map
- Pupils can, with increasing accuracy, locate cities of the United Kingdom
- Pupils can identify at least the position of Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle and the Prime/ Greenwich Meridian
- Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in human geography
- Pupils have studied a small area in the U.K and in a non-European country and are able to understand similarities and differences in physical geography
- Pupils can describe a few aspects of physical geography
- Pupils can describe a few aspects of human geography



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW

Year 3

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, and the water cycle



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



<h2>Year 3</h2>	<p><input type="checkbox"/> 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</p>		
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WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



Year 4

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.

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.

Locational knowledge

Pupils should be taught to:

• Pupils are becoming more confident using two of these three: maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

• Pupils are beginning to use eight points of a compass, four figure grid references and are becoming more confident with symbols and key (including the use of Ordnance Survey Maps)

• Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area practising using: sketch maps, plans and graphs, and digital technologies

• Pupils can confidently locate countries in Europe, North and South America on a map

• Pupils can locate cities of the United Kingdom and are beginning to identify counties

• Pupils can identify at least 4 for the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones

• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in physical geography

• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are beginning to identify similarities and differences between the three in human geography

• Pupils can describe an increased range of aspects of physical geography



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW

<h1>Year 4</h1>	<ul style="list-style-type: none"><input type="checkbox"/> 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 <input type="checkbox"/> 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 <input type="checkbox"/> 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>Place knowledge</p> <ul style="list-style-type: none"><input type="checkbox"/> 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		<ul style="list-style-type: none">• Pupils can describe an increased range of aspects of human geography
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WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



<h1>Year 4</h1>	<p>Human and physical geography</p> <ul style="list-style-type: none"><input type="checkbox"/> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<input type="checkbox"/> 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		
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WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



Year 5

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.

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.

- Pupils can confidently use two of these three: maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied

- Pupils can use most of the eight points of a compass, four figure grid references confidently and six figures more accurately, symbols and key (including the use of Ordnance Survey Maps)

- Pupils can use fieldwork to observe, measure, record and present the human and physical features in the local area using some of these methods: sketch maps, plans and graphs, and digital technologies

- Pupils can, mostly, locate countries of the world on a map

- Pupils can, mostly, locate counties and cities of the United Kingdom

- Pupils can identify most for 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

- Pupils can identify aspects of the physical and human geography that have changed over time

- Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in physical geography

- Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and can identify similarities and differences between the three in human geography

- Pupils can describe and understand an increasing variety of key aspects of physical geography



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



Year 5

Locational knowledge

Pupils should be taught 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

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

• Pupils can describe and understand an increasing variety of key aspects of human geography



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



<h1>Year 5</h1>	<p>Human and physical geography</p> <ul style="list-style-type: none"><input type="checkbox"/> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<input type="checkbox"/> 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		
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WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



Year 6

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.

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.

• Pupils can confidently use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied

• Pupils can confidently use the eight points of a compass, four and six figure grid references, symbols and key (including the use of Ordnance Survey Maps)

• Pupils can 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

• Pupils can confidently locate countries of the world on a map

• Pupils can confidently locate counties and cities of the United Kingdom

• Pupils can 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

• Pupils can confidently identify how aspects of the physical and human geography have changed over time

• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in physical geography

• Pupils have studied a region of the U.K, a region in a European country and a region within North or South America and are able to understand similarities and differences between the three in human geography



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



Year 6

Locational knowledge

Pupils should be taught 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

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

• Pupils can describe and understand a wide range of key aspects of physical geography

• Pupils can describe and understand a wide range of key aspects of human geography



WATERVILLE PRIMARY SCHOOL CURRICULUM OVERVIEW



<h2>Year 6</h2>	<p>Human and physical geography</p> <ul style="list-style-type: none"><input type="checkbox"/> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle<input type="checkbox"/> 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		
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