



## Geography Intent

Our geography teaching develops a greater understanding and knowledge of the world. We inspire curiosity and fascination about the world and its people and prepare pupils for life on an increasingly globalised planet. This will remain with them for the rest of their lives and will promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Our curriculum is designed to develop knowledge and skills that are progressive, as well as transferable. Children achieve depth in their learning through carefully selected themes based on local geography that contrast with other worldwide locations.

## EYFS Statement relating to Geography

In our Early Years settings, children are initially introduced to our world and environment through our autumn term topics, The Great Outdoors and Journeys. During these topics, we use our outdoor areas to allow our children to begin to explore, question and discover the signs of the changing seasons. Initially through their exploration and discovery, children collect signs of autumn which they take to our investigation stations. This, along with our dedicated weather station area, allows the children to explore their discoveries and record their findings. Our changing season theme continues throughout our year. At the beginning of our spring term, we celebrate Chinese New Year and through story, music, fiction and non-fiction texts the children learn about popular customs and cultural beliefs. As we move into our spring and summer terms, we begin to explore our local area and we share experiences of visiting local landmarks. We then compare living in our country with life in different countries. Throughout our EYFS setting, and as our themes change, a number of selected fiction and non-fiction books are available for the children to further develop their understanding. Our Early Years settings and curriculum sparks our children's curiosity about our living world and allows them to acquire new vocabulary which they will use throughout their primary phase.

Year group/term	Year 1 Topic 1	Year 1 Topic 2	Year 1 Topic 3
Learning Topic	Our Country and Beyond	Our Local Area	Weather
Key knowledge and skills to be secured	<ul style="list-style-type: none"><li>• Name the four countries of the UK, capital cities and surrounding seas.</li><li>• Begin to know the differences between town and country locations.</li><li>• Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks.</li><li>• Begin to know simple features of the countries of the UK.</li><li>• Use aerial photographs to recognise basic human and physical features.</li><li>• Produce a journey line.</li></ul>	<ul style="list-style-type: none"><li>• Recognise familiar places in their local area.</li><li>• Use maps to gather information about the local area.</li><li>• Locate places/landmarks on a map.</li><li>• Use simple compass directions (N, E, S, W).</li><li>• Use aerial photographs to recognise basic human and physical features.</li><li>• Recognise basic map symbols.</li><li>• Use simple fieldwork skills to study the geography of the local area.</li><li>• Make simple observations.</li><li>• Plot a simple route on a map.</li></ul>	<ul style="list-style-type: none"><li>• Name weather types in the UK.</li><li>• Identify daily changes in weather.</li><li>• Identify seasonal changes across a year.</li><li>• Recognise weather symbols.</li><li>• Use world maps and globes to identify the UK and begin to locate other countries.</li><li>• Explain some dangers of the weather.</li><li>• Locate hot and cold countries of the world.</li><li>• Make comparisons between different places studied.</li><li>• Make simple observations about the weather in the UK.</li></ul>

	<ul style="list-style-type: none"> <li>• Describe human and physical features of the capital city London.</li> <li>• Use internet mapping programmes to observe aerial views.</li> <li>• Compare the capital cities London and Lima.</li> <li>• Use world maps and globes to begin to locate some continents and countries.</li> <li>• Use key vocabulary, as appropriate to describe physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• Use key vocabulary, as appropriate to describe human features: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise housing types.</li> <li>• Explore geographical issues through discussion.</li> <li>• Use basic subject specific vocabulary .</li> <li>• Ask simple geographical questions.</li> <li>• Express own views and opinions about the environment and suggest simple improvements.</li> <li>• Use presentation skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic subject specific vocabulary.</li> <li>• Ask simple geographical questions.</li> <li>• Develop presentation skills.</li> </ul>
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Year group/term	Year 2 Topic 1	Year 2 Topic 2	Year 2 Topic 3
Learning Topic	Our World	Maps	

<p><b>Key knowledge and skills to be secured</b></p>	<ul style="list-style-type: none"> <li>• Understand that the world is spherical.</li> <li>• Name the seven continents and five oceans of the world correctly.</li> <li>• Use an atlas to accurately locate the continents and oceans of the world.</li> <li>• Locate continents, oceans including their own continent and country using a world map</li> <li>• Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary.</li> <li>• Locate hot and cold areas of the world.</li> <li>• Use and follow simple compass directions (NESW).</li> <li>• Follow routes on a map.</li> <li>• Use aerial photographs and satellite images to recognise basic human and physical features</li> <li>• To ask geographical questions – Where is it? What is this place like? How near/far is it?</li> </ul>	<ul style="list-style-type: none"> <li>• Name different types of maps and explain some key features of maps.</li> <li>• Draw a simple sketch map of the school and local area.</li> <li>• Name the four points of a compass.</li> <li>• Plan a simple route around the local area using key vocabulary.</li> <li>• Identify map symbols.</li> <li>• Use an atlas to locate the four countries of the UK, capital cities and other key places.</li> <li>• Use an atlas to locate the seven continents of the world.</li> <li>• Use an atlas to locate the five major oceans of the world.</li> <li>• Use aerial photographs to ‘view from above’ and recognise basic human and physical features.</li> <li>• Use key vocabulary, as appropriate to describe physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• Use key vocabulary, as appropriate to describe human features: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>• Ask geographical questions – Where is it? What is this place like? How near/far is it?</li> </ul>	
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Year group/term	Year 3 Topic 1	Year 3 Topic 2	Year 3 Topic 3
Learning Topic	Rivers (including the River Tees)	The UK	How Land is Used
Key knowledge and skills to be secured	<ul style="list-style-type: none"> <li>• List the main events in the water cycle.</li> <li>• Use the index in an atlas to find rivers.</li> <li>• Describe the place in which the source of a river is found.</li> <li>• List some features of a river's upper course.</li> <li>• List some features of a river's middle course.</li> <li>• List some features of a river's lower course.</li> <li>• Describe how water erodes a riverbank.</li> <li>• Describe how deposition changes the shape of a river.</li> <li>• List some ways that rivers are used.</li> <li>• List some advantages for different uses of a river.</li> <li>• List some disadvantages for different uses of a river.</li> <li>• Describe what a dam is.</li> <li>• Give the location of one major dam.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the countries that make up the UK on a map.</li> <li>• Name the capital cities of the countries of the UK.</li> <li>• Label the key cities in the UK on a map.</li> <li>• Name the seas surrounding the UK.</li> <li>• Name some of the UK's main rivers.</li> <li>• Find the names of seas on a map.</li> <li>• Explain what a county is.</li> <li>• Find their county on a map.</li> <li>• Find areas of higher ground on a map of the UK.</li> <li>• Name some areas of higher ground in the UK.</li> <li>• Explain who first settled in London.</li> <li>• Describe some ways that London has changed since AD 43.</li> <li>• Find London on world and UK maps.</li> <li>• Describe how the UK population has changed over time.</li> <li>• Identify where some immigrants to the UK came from.</li> <li>• Identify similarities and differences between their daily routine and that of a child from another historical period.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the purpose of a sketch map.</li> <li>• Identify the features of a sketch map.</li> <li>• Identify important landmarks in the local area.</li> <li>• Explain the purpose of symbols on a map.</li> <li>• Use symbols and a key to annotate a map.</li> <li>• Name landmarks we might see in a chosen area.</li> <li>• List ways we use land in the UK.</li> <li>• Describe an area as urban or rural.</li> <li>• List different types of rural spaces.</li> </ul>

Year group/term	Year 4 Topic 1	Year 4 Topic 2	Year 4 Topic 3
Learning Topic	Settlers	All Around the World	Whitby
Key knowledge and skills to be secured	<ul style="list-style-type: none"> <li>• Explain what a settlement is.</li> <li>• Identify important features of a settlement site.</li> <li>• List the things settlers need from a settlement site.</li> <li>• Explain that settlements have been built at different times in history.</li> <li>• List different types of land use.</li> <li>• Identify land use using a digital map.</li> <li>• Use a key to identify transport links on maps.</li> <li>• Use an atlas to find a route between two places.</li> <li>• Draw a map of a settlement.</li> <li>• Create a key for a map.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the Equator on a map and globe.</li> <li>• Locate the Northern Hemisphere on a map and globe.</li> <li>• Locate the Southern Hemisphere on a map and globe.</li> <li>• Find the North and South Poles on a globe or map.</li> <li>• Identify lines of latitude on a map.</li> <li>• Identify lines of longitude on a map.</li> <li>• Identify the Arctic Circle on a globe or map.</li> <li>• Identify the Antarctic Circle on a globe or map.</li> <li>• Identify the location of the Tropics of Cancer and Capricorn.</li> <li>• Identify differences between the UK and the tropics.</li> <li>• Identify the location of the Prime Meridian.</li> <li>• Find the local time in another city using time differences.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate Whitby and their school on a map.</li> <li>• Identify physical features of Whitby using a map.</li> <li>• Identify human features of Whitby using a map.</li> <li>• Describe the landscape of Whitby town centre.</li> <li>• Name different types of land use.</li> <li>• Use a key to record types of land use.</li> <li>• Tell you about the human geography of Whitby.</li> <li>• Tell you what planning is needed for a trip in the UK.</li> </ul>

Year group/term	Year 5 Topic 1	Year 5 Topic 2	Year 5 Topic 3
Learning Topic	Water	Extreme Earth	Exploring Europe
Key knowledge and skills to be secured	<ul style="list-style-type: none"> <li>• Describe water in its solid, liquid and gaseous state.</li> <li>• List the main events in the water cycle.</li> <li>• Explain that changes in temperature cause evaporation and condensation.</li> <li>• Explain that water has to be cleaned for drinking.</li> <li>• List different types of flooding.</li> <li>• Describe how flooding affects communities.</li> </ul>	<ul style="list-style-type: none"> <li>• Name the layers that make up the Earth;</li> <li>• Name the key parts of a volcano;</li> <li>• Show where most volcanoes are found;</li> <li>• Explain how to keep safe during an earthquake;</li> <li>• Describe a tsunami;</li> <li>• Describe the damage caused by a tsunami;</li> <li>• Explain how tornadoes form;</li> <li>• Describe how scientists collect data about storms.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe a continent as a large landmass.</li> <li>• Explain that continents are groups of countries.</li> <li>• Identify some countries in Europe.</li> <li>• Use an atlas to find the names of countries.</li> <li>• Tell you about important physical features of an area of eastern Europe.</li> <li>• Tell you about the climate of an area of eastern Europe.</li> <li>• Tell you about the human geography of an area of eastern Europe.</li> <li>• Explain what planning is needed for a trip abroad.</li> </ul>

Year group/term	Year 6 Topic 1	Year 6 Topic 2	Year 6 Topic 3
Learning Topic	Trade & Economy	Maps	Mountains
Key knowledge and skills to be secured	<ul style="list-style-type: none"> <li>• Explain what trading is.</li> <li>• Explain the difference between imports and exports.</li> <li>• List some goods exported from the UK.</li> <li>• List some goods imported to the UK.</li> <li>• Name some countries the UK exports goods to.</li> <li>• Name some countries the UK imports goods from.</li> <li>• Use an atlas to find countries.</li> <li>• Locate El Salvador on a world map.</li> <li>• Name some goods exported from El Salvador to the UK.</li> <li>• List some products that are fairly traded.</li> <li>• Describe how goods can be the product of more than one country.</li> <li>• Describe how trade takes place today.</li> <li>• Describe how trade took place in Tudor and Victorian times.</li> </ul>	<ul style="list-style-type: none"> <li>• Use an index to find a place name.</li> <li>• Find the correct page in an atlas by using the index.</li> <li>• Explain why maps have symbols on them.</li> <li>• Recognise some map symbols on an Ordnance Survey map.</li> <li>• Give co-ordinates by going across first and then up.</li> <li>• Find a location from four-figure coordinates.</li> <li>• Find differences between photographs of the same location.</li> <li>• Find similarities between photographs of the same location.</li> <li>• Find differences between maps of the same location.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a legend to find areas of higher ground on a map.</li> <li>• Explain different ways areas of higher ground are shown on a map.</li> <li>• Tell you that not all mountains look the same.</li> <li>• Identify a valley and the summit, foot and slope of a mountain.</li> <li>• Draw a mountain range including the key features they have identified.</li> <li>• Tell you that mountains formed a very long time ago.</li> <li>• Describe how tectonic plates move together to create fold mountains.</li> <li>• Describe how lava flow creates volcanic mountains.</li> <li>• Describe what the weather is usually like on a mountain.</li> <li>• Tell you why people might visit mountains.</li> <li>• Describe some of the negative effects of tourism on an area.</li> </ul>

## Fieldwork Progression

	Key Expectations	Unit Delivery	Key Content
Year 1	Use simple fieldwork and observational skills when studying the geography of their school and its grounds  Identify seasonal and daily weather patterns.	Our Local Area  Weather	School Grounds and Nunthorpe - Investigating and creating simple maps of the area which children are in, e.g. school grounds and Nunthorpe - Able to follow a simple map, using symbols and roads / paths  School Grounds - Create and monitor own weather station, recording key daily data and presenting
Year 2			
Year 3	Observe, record, and name geographical features in their local environments.	Rivers	Children visit Teesmouth Field Centre to learn about the River Tees from source to mouth, looking at river features such as waterfalls, meanders and tributaries along it's course. They view the working river and visit the North Gare beach to see the river mouth and build models of the river, from source to mouth.  Residential visit to Runswick Bay & Sandsend: children gain first-hand experience of a coastal environment. After a simple introduction to the geology of the coastline and sea defences, we focus on tides and the seashore as a habitat. Children have time to explore the rock pools and we identify and discuss the adaptations of plants and animals found.
Year 4	Observe, record, and name geographical features in their local environments.	Whitby	Residential field trip to Whitby to observe and record geographical features studied throughout the unit. Children will draw, photograph and present their research using geographical terminology.
Year 5	Identify physical features on a map; use 4 figure grid references and compass directions.	Mapping skills	Residential visit to Cote Ghyll. Children use basic maps, directions and GPS during an orienteering exercise.
Year 6	Identify physical features on a map; use 6 figure grid references and compass directions.	Maps  Trade	Residential Visit to North Yorkshire Moors. Children go on a navigational exercise on the North Yorkshire Moors and use compass directions, grid references and make observations.  Children visit the Nissan factory in Sunderland and learn about imports and exports.