

Geography intent:

At Cowling Community Primary School we aim to inspire in pupils a curiosity and fascination about the World and its people that will remain with them for the rest of their lives. Our Geography curriculum will enable children to take on the role of geographer: exploring, discovering and beginning to make sense of the world around them. In doing this, we hope our children will develop a care for the Earth and its people whoever and wherever they are.

Progression of knowledge and skills:

Locational knowledge						
EYFS	KS1 Children will make connections with knowledge learned in previous years (C.K)		Lower KS2 Children will make connections with knowledge learned in KS1 and the year they have covered in Lower KS2		Upper KS2 Children will make connections with knowledge learned in KS1, lower KS2 and the year they have covered in Upper KS2	
	Year A:	Year B:	Year A:	Year B:	Year A:	Year B:
Know about the key features of Cowling (school, church, park, fish and chip shop)	<u>Block 1 - What is it like to live in Cowling?</u> - name and locate England C.K - name and locate England (Y2's only) <u>Block 3 - The UK - We are Britain</u> - name, locate and identify characteristics of the 4 countries and	<u>Block 2 - Our school and its grounds</u> - name and locate England. C.K - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom (Y2's only) <u>Block 4 - Let's go on</u>	<u>Block 1 - The UK</u> - name and locate the countries and cities of the UK. - name and locate the main rivers and seas of the UK - name and locate areas of high ground in the UK. - explain the importance of the	<u>Block 2 - Enough for Everyone</u> - explain where electricity is generated in the UK. <u>Block 4 - What is it like to live in Whitby?</u> - identify Whitby and its major features.	<u>Block 1 - Raging Rivers</u> - locate the key rivers of the UK. -locate the key rivers of the world <u>Block 2- Marvellous Maps</u> - find countries in Europe and North and South America on a map. - find cities in the UK	<u>Block 2 - Exploring Eastern Europe</u> - identify the capital city of a country. <u>Block 4 - Mountains, volcanoes and earthquakes</u> - name and locate the world's mountains, volcanoes and earthquakes, concentrating on their

	<p>capital cities of the United Kingdom and its surrounding seas, name Europe, C.K - name and locate England</p> <p><u>Block 5 - What is it like to live in Kampong Ayer?</u></p> <ul style="list-style-type: none"> - name and locate Asia and Europe, name and locate England C.K - name and locate the world's seven continents (Y2's only) name and locate England 	<p><u>an adventure around our wonderful world</u></p> <ul style="list-style-type: none"> - name and locate the world's seven continents and five oceans C.K - name and locate Asia and Europe (Y2's only) 	<p>Prime Meridian to London's history.</p> <ul style="list-style-type: none"> - describe and understand how the UK has changed over time. <p><u>Block 3 - All Around the World</u></p> <ul style="list-style-type: none"> - explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere - identify lines of latitude and longitude. - describe the key features of the polar regions and compare them to the UK. - compare the climate of the tropics with the UK climate. - explain the position and significance of the Prime Meridian. - explain the position and significance of time zones <p><u>Block 5 - Rainforests</u></p> <ul style="list-style-type: none"> - identify areas of the world containing rainforests. 		<p>on a map and identify some of their features.</p> <ul style="list-style-type: none"> - describe how land use has changed over time. <p><u>Block 3 - The Amazing Americas</u></p> <ul style="list-style-type: none"> - identify the capital city of a country. - use geographical terminology to describe the location and characteristics of a range of places across the Americas. - know the names and locations of the ancient and new wonders of the world. - describe the characteristics and significance of a natural wonder of the Americas. 	<p>key human and physical characteristics</p>
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	End of KS1 goals: <ul style="list-style-type: none"> 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 		End of KS2 goals: <ul style="list-style-type: none"> 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						
EYFS	KS1		Lower KS2		Upper KS2	
	Children will make connections with knowledge learned in previous years (C.K)		Children will make connections with knowledge learned in KS1 and the year they have covered in Lower KS2		Children will make connections with knowledge learned in KS1, lower KS2 and the year they have covered in Upper KS2	
	Year A:	Year B:	Year A:	Year B:	Year A:	Year B:
Know about where they live. To know they live in Cowling and their street	<u>Block 1 - What is it like to live in Cowling?</u> - to know the human and physical geography of Cowling <u>Block 5 - What is it like to live in Kampong</u>		<u>Block 5 - Rainforests</u> - compare the Amazon rainforest and Sherwood Forest.	<u>Block 4 - What is it like to live in Whitby?</u> - compare the physical geography of Whitby with that of my own area.	<u>Block 3 - The Amazing Americas</u> - identify similarities and differences in the human and physical geography of my local area and a region of	<u>Block 2 - Exploring Eastern Europe</u> - compare features of eastern European landscapes with my own area. - compare the climate

<p>name. To know that we live in North Yorkshire</p>	<p><u>Ayer?</u> - to know the human and physical geography of Kampong Ayer - to understand geographical similarities and differences between Cowling and Kampong Ayer</p>			<ul style="list-style-type: none"> - identify Whitby and its major features. - compare the human geography of Whitby with that of my own area. - create a travel guide for a trip to Whitby. - compare the physical and human features of Whitby with those of the area I live in. 	<p>North America.</p>	<p>of eastern European regions with that of my own area. - compare the human geography of eastern European regions with that of my own area. - present information about one area of eastern Europe. <u>Block 4 - Mountains, volcanoes and earthquakes</u> - understand geographical similarities and differences between the UK, Europe and North and South America</p>
	<p>End of KS1 goals:</p> <ul style="list-style-type: none"> • 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>End of KS2 goals:</p> <ul style="list-style-type: none"> • 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			
EYFS	KS1 Children will make connections with knowledge	Lower KS2 Children will make connections with knowledge	Upper KS2 Children will make connections with knowledge

	learned in previous years (C.K)		learned in KS1 and the year they have covered in Lower KS2		learned in KS1, lower KS2 and the year they have covered in Upper KS2	
	Year A:	Year B:	Year A:	Year B:	Year A:	Year B:
To know about the features of Cowling and to be able to name some human and physical features. To compare this with a different country around the world.	<p><u>Block 1 - What is it like to live in Cowling?</u></p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to key physical and human features in Cowling <p><u>Block 3 - The UK - We are Britain</u></p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to key physical and human features <p><u>Block 5 - What is it like to live in Kampong Ayer?</u></p> <ul style="list-style-type: none"> - use basic geographical vocabulary to refer to key physical and human features, identify daily weather patterns in the United Kingdom and the location of hot areas of the world in 	<p><u>Block 4 - Let's go on an adventure around our wonderful world</u></p> <ul style="list-style-type: none"> - 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 features of the continents of the world. 	<p><u>Block 5 - Rainforests</u></p> <ul style="list-style-type: none"> - describe the key aspects of a tropical climate. - describe and understand the features of the layers of a rainforest. - describe the animals and plants living in the rainforest. - explain the effects humans are having on the rainforests. 	<p><u>Block 2 - Enough for Everyone</u></p> <ul style="list-style-type: none"> - explain what settlers need. - explain how electricity is generated and distributed. - explain renewable sources of electricity. - explain where our food comes from. - understand the importance of conserving food, water and energy supplies. - understand that access to natural resources varies in different countries. 	<p><u>Block 1 - Raging Rivers</u></p> <ul style="list-style-type: none"> - explain the water cycle. - describe the key features of a river system - describe the ways rivers are used. - explain the impact of damming rivers. <p><u>Block 3 - The Amazing Americas</u></p> <ul style="list-style-type: none"> - describe the climates and biomes of different regions across the Americas. 	<p><u>Block 2 - Exploring Eastern Europe</u></p> <ul style="list-style-type: none"> - explain the impact of the Chernobyl nuclear disaster. <p><u>Block 4 - Mountains, volcanoes and earthquakes</u></p> <ul style="list-style-type: none"> - describe and understand key aspects of mountains volcanoes and earthquakes - describe and understand key aspects of types of settlement and land use

	relation to the Equator					
	End of KS1 goals: <ul style="list-style-type: none"> 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 		End of KS2 goals: <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 			

Geographical skills and fieldwork						
	KS1 Children will make connections with knowledge learned in previous years (C.K)		Lower KS2 Children will make connections with knowledge learned in KS1 and the year they have covered in Lower KS2		Upper KS2 Children will make connections with knowledge learned in KS1, lower KS2 and the year they have covered in Upper KS2	
	Year A:	Year B:	Year A:	Year B:	Year A:	Year B:

<p>To create maps of our immediate environment . To use photos and draw their own.</p>	<p><u>Block 1 - What is it like to live in Cowling?</u> - use world maps and globes to identify England, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, use simple fieldwork and observational skills to study the key human and physical features of Cowling, use locational and directional language to describe the location of different types of features, devise a simple map and use and construct basic symbols in a key</p> <p><u>Block 3 - The UK - We are Britain</u> - use world maps, atlases and globes to identify the United Kingdom and its countries, use simple compass directions (North, South, East and West) to describe the</p>	<p><u>Block 2 - Our school and its grounds</u> - use globes to identify England, 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, 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.</p> <p><u>Block 4 - Let's go on an adventure around our wonderful world</u> - use world maps, atlases and globes to identify the world's seven continents and five oceans.</p>	<p><u>Block 1 - The UK</u> - use the eight compass points to describe the location of the countries and cities of the UK. - identify rivers and seas using an atlas or map. - use a map to locate some of the counties of the UK. - use a map or atlas to locate areas of high ground in the UK - identify ways that London has changed over time.</p> <p><u>Block 3 - All Around the World</u> - use longitude and latitude to find places on maps, atlases and globes</p> <p><u>Block 5 - Rainforests</u> - use maps and atlases to locate rainforests.</p>	<p><u>Block 2 - Enough for Everyone</u> - use digital maps to calculate food miles.</p> <p><u>Block 4 - What is it like to live in Whitby?</u> - use fieldwork to observe, measure, record and present the human and physical features in the Whitby using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Block 1 - Raging Rivers</u> - use atlases and maps to identify the key features of a river system.</p> <p><u>Block 2- Marvellous Maps</u> - find information in an atlas using the index and simple coordinates - use a key to describe features on an Ordnance Survey map. - use the eight compass points to describe routes on a map. - use four or six-figure grid references to locate places on a map. - plan a journey using the eight compass points and four or six-figure grid references.</p> <p><u>Block 3 - The Amazing Americas</u> - identify the countries of North and South America - identify physical and human geographical features of my local</p>	<p><u>Block 2 - Exploring Eastern Europe</u> - identify the countries of Europe.</p> <p><u>Block 4 - Mountains, volcanoes and earthquakes</u> - use maps and digital/computer mapping to locate countries and describe features studied</p>
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	<p>location of features on a map, use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p><u>Block 5 - What is it like to live in Kampong Ayer?</u></p> <p>- use world maps and globes to identify Brunei, England, Asia and Europe</p>				area.	
	<p>End of KS1 goals:</p> <ul style="list-style-type: none"> • 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 		<p>End of KS2 goals:</p> <ul style="list-style-type: none"> • 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. 			

	<p>skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p>	
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