



Geography

Subject Intent

At Three Bridges Primary School, we aim for children as geographers to **enjoy** and **achieve** following an exciting and interesting curriculum. We want them to **learn** about the world around them in an **enjoyable** and practical way. Our geographers will **nurture** and protect the environment using their geographical skills and this will have an impact throughout their lives.



Geography National Curriculum Objectives

EYFS	<p>Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>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.</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
KS1	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>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</p> <p>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</p> <p>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</p> <p>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 and key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p> <p>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</p> <p>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</p> <p>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>
KS2	<p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge: 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)</p> <p>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</p> <p>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 and 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> <p>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.</p>

Geography Progression of Skills and Knowledge

	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity
Nursery	I can talk about what I see in my own environment (home)	I can name the town in which I live. I know the world is a big place.	I know that there are different types and sizes of houses. I can explore a map of the world and where in the world penguins live. I can follow/use a map for an outdoor animal hunt.	I can talk about what I see in my own environment (school). I can compare different climates where penguins live: a cold and hot country. I can talk about looking after the natural environment.	I can talk about some people who help us in the local area. I can talk about the differences which I see.
Knowledge end point	Understanding the World To become an Intrepid Explorer who investigates challenges with an inquiring mind and uses a breadth of vocabulary and investigative tools to observe, remember, explain and predict.				
Vocabulary	home, house, world, big, small, country, town, Crawley, Three Bridges, tree, grass, playground, school, , map, hot, cold, rain, snow, wind, sun, cloud, doctor				
	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity
Year R	I can identify features of the immediate environment. I can show respect and care for the natural environment.	I can name the town the school is in. I can identify features of the world and Earth.	I can identify features on a map from simple symbols.	I know about and can recognise the signs of Autumn. I know about and can recognise the signs of Spring. I know about and can recognise the signs of Summer. I can identify some things that are man-made and some things that are natural. I can ask questions about the natural environment. I can identify features of my own immediate environment and say how they might vary from another.	I can name some people who help us within the local community. I understand that there are many countries around the world.
Knowledge end point	Understanding the World: ELG: Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes. Explore the natural world around them, making observations and drawing pictures of animals and plants. 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. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.				
Vocabulary	World, country, town, Crawley, Three Bridges, tree, grass, playground, school, church, shop, path, road, house, flat, map, symbol, Autumn, Winter, Spring, Summer, weather, rain, snow, wind, sun, cloud, fog, police, fire fighter, doctor				

	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity
Year 1 The World and My School	I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans. I can understand that the UK is split into countries.	I can understand how my local area fits within the United Kingdom.	I can identify seasonal and daily weather patterns in the UK.	
Knowledge end point	Children will name and locate the world's seven continents and five oceans. Children will name and locate the four countries and capital cities of the United Kingdom. Children will identify the seasonal weather patterns in the United Kingdom and hot and cold areas worldwide. Children will learn about human and physical features and use basic geographical vocabulary to describe them.				
Vocabulary	atlas; beach; capital; city; climate; coast; continent; country; factory; farm; forest; hill; house; landmark; land use; location; map; mountains; ocean; office; plan; perspective; river; seasonal; shop; town; trade; valley; village; volcano; weather				
Themes and Concepts	Substantive Knowledge: Locational Knowledge, Place Knowledge, Geography Skills and Fieldwork Concepts: Place, Space, Scale and Physical Processes				
	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity
Year 2 My Local Area and Mexico	I can understand that places can have meaning to people.	I can understand that the world has seven continents and five oceans.	I understand that England, Scotland, Wales and Northern Ireland are countries within the UK.	I can understand that the poles and equator impact the climate on Earth.	I can understand the similarities and differences between my country and other countries.
Knowledge end point	Children will use world maps, atlases and globes to learn about the world's seven continents and five oceans. Children will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Children will understand geographical similarities and differences through studying the human and physical geography of their local area and Tulum, Australia. Children will identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Children will use geographical vocabulary to refer to key physical and human features. Children will use simple compass directions and directional language. Children will use aerial photographs to recognise landmarks, devise simple maps and construct basic symbols in a key. Children will use simple fieldwork and observational skills to study the geography of the school and its grounds.				
Vocabulary	aerial; photograph; atlas; beach; characteristics; city; cliff; climate; coast; continent; country; equator; factory; farm; fieldwork; forest; harbour; hill; house; landmark; locality; location; map; mountain; ocean; office; port; river; sea; season; soil; shop; symbol; town; valley; vegetation; village; weather				
Themes and Concepts	Substantive Knowledge: Locational Knowledge, Place Knowledge, Geography Skills and Fieldwork Concepts: Place, Space and Scale				

	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity
<p>Year 3</p> <p>The United Kingdom</p>	<p>I can understand that places can have meaning to people.</p> <p>I understand that people can choose to use land in different ways.</p>	<p>I can understand that the UK is split into countries and regions.</p> <p>I can understand that regions are split into counties.</p> <p>I can identify some key human and physical features of the UK and my region.</p> <p>I can use compass points, four-figure grid references, symbols, and keys.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>I can understand how my region is an area within England.</p>	<p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I understand human processes that take place in the UK, including settlements.</p>	<p>I can understand that England is made up of different regions. People living in these regions may have different senses of identity based on where they live.</p>
Knowledge end point	Children will 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. They will understand how some of these aspects have changed over time. Children will describe and understand key aspects of physical and human geography in the UK and their region, including types of settlement and trade. Children will use maps and atlases to locate countries and describe features studied. Children will use the eight points of a compass, four-figure grid references, symbols and keys, building their knowledge of the United Kingdom and the wider world.				
Vocabulary	aerial photograph, atlas, beach, characteristics, city, coast, compass, compass rose, continent, country, county, factory, farm, forest, hill, house, human processes, landmark, land use, locality, location, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, symbol, topographical, valley, village				
Themes and Concepts	<p>Substantive knowledge: Locational Knowledge: name and locate locations, use positioning systems. Place Knowledge: the connection of location with personal experiences. Human Processes: land use. Geography Skills: using maps and atlases</p> <p>Concepts: Place, Space, Scale, Human Processes, Cultural Awareness and Cultural Diversity</p>				

	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity
<p>Year 4</p> <p>My region and Italy</p>	<p>I understand that places can have meaning to people and make some suggestions or examples.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography.</p>	<p>I can identify the continents of the world.</p> <p>I can use maps to identify some of the countries of Europe and their capital cities.</p> <p>I can identify some key physical features and settlements in Campania.</p> <p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can compare key physical features in Campania to those in my own region.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that Campania is a region within Italy.</p> <p>I can understand that England and Italy are countries within the continent of Europe.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how the tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</p> <p>I understand human processes in my region and Campania, including settlements and economic activity.</p>	<p>I can understand the similarities and differences between my region and Campania and give some examples.</p> <p>I can understand that cultural identity may vary from region to region.</p>
Knowledge end point	Children will 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. They will understand how some of these aspects have changed over time. Children will describe and understand key aspects of physical and human geography in the UK and their region, including types of settlement and trade. Children will use maps and atlases to locate countries and describe features studied. Children will describe and understand key aspects of earthquakes and volcanoes. Children will use the eight points of a compass, four-figure grid references, symbols and keys, building their knowledge of the United Kingdom and the wider world.				
Vocabulary	Aerial photograph, Arctic Circle, atlas, beach, characteristics, city, climate, coast, continent, country, earthquake, environment, equator, factory, farm, fieldwork, forest, hemisphere, hill, house, landmark, land use, latitude, locality, location, longitude, map, mountains, observational skills, ocean, office, region, river, scale, shop, tropic of Capricorn, tropic of Cancer, valley, village, volcano, weather.				
Themes and Concepts	<p>Substantive knowledge: Locational knowledge; name and locate locations. Place knowledge; the connection of location with personal experiences. Human processes; land use and economic activity. Geography skills: Using maps and atlases, collecting first hand evidence.</p> <p>Concepts: place, space, scale, human processes, cultural awareness and cultural diversity.</p>				

	Place	Space	Scale	Physical & Human Processes	Cultural Awareness & Diversity
<p>Year 5</p> <p>My region and Mexico</p>	<p>I understand that people in a particular region can have a strong identity linked to their region.</p> <p>I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples.</p>	<p>I can identify the location of my region in England and the key human and physical features of my region.</p> <p>I can identify some of the countries of North America and their capital cities.</p> <p>I can identify some key settlements in the Western USA.</p> <p>I can give examples of how the landscape in the Western USA varies massively, e.g. climate belts and biomes.</p> <p>I can identify the position and significance of latitude, longitude, equator, hemispheres, the tropics, circles and time zones.</p> <p>I can identify how physical geography and climate can affect the type and location of settlements in the Western USA.</p>	<p>I can understand how my region is an area within England, and there are towns and cities within my region.</p> <p>I can understand that England is a country, within the continent of Europe.</p> <p>I can understand that the USA is a country, within the continent of North America.</p> <p>I can understand that the West is a region within the USA.</p> <p>I understand that there are states, cities and towns within the West region of the USA.</p> <p>I can make comparisons between my country and the US in terms of the size of the land and the population.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Western USA.</p> <p>I can understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand human processes in my region and Western USA, including settlements and economic activity.</p>	<p>I can understand the similarities and differences between my country and other countries and give some examples.</p> <p>I can explain the reasons for these similarities and differences.</p> <p>I can understand that cultural identity may vary from region to region.</p>
Knowledge end point	<p>Pupils will name and locate the counties and cities of their geographical region within England and their identifying human and physical characteristics and key topographical features. Pupils will understand geographical similarities and differences through the study of human and physical geography of their region of England and a region within North America. Pupils will study the physical geography of a region within North America, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Pupils will study the human geography of a region within North America, including types of settlement and land use. Children will use maps, atlases and globes to locate places and describe features studied.</p>				
Vocabulary	<p>aerial photograph, atlas, beach, biome, characteristics, city, climate, coast, continent, country, desert, earthquake, environment, equator, factory, farm, fieldwork, forest, global, hemisphere, hill, house, human processes, landmark, land use, latitude, locality, location, longitude, map, mountains, ocean, office, pattern, physical processes, region, river, scale, shop, significance, soil, symbol, time zone, topographical, trade, tropic of Capricorn, tropic of Cancer, variation, vegetation belt, valley, village, volcano, water cycle, weather</p>				
Themes and Concepts	<p>Substantive knowledge: Locational Knowledge, Place Knowledge, Physical Geography, Human Geography and Geography Skills</p> <p>Concepts: Place, Space, Scale, Human Processes, Physical Processes, Cultural Awareness, Cultural Diversity</p>				

[illegible]

Fieldwork		Skills
EYFS	<ul style="list-style-type: none"> o My school grounds o Brownings Farm o Tilgate Nature Centre (Nursery) 	Children will explore the school grounds and their local area, using observational skills and simple map work.
Y1	<ul style="list-style-type: none"> o Our local park o Brownings Farm 	<p>Children will learn to use simple fieldwork and observational skills to answer geographical questions about their local park</p> <p>Children will learn about human and physical features and use basic geographical vocabulary to describe them.</p> <p>Children will learn to collect data and present and analyse their findings.</p>
Y2	<ul style="list-style-type: none"> o What is the weather like on my school grounds? o Brownings Farm 	Children will 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. Children will use simple fieldwork and observational skills to study the weather conditions on their school grounds.
Y3	<ul style="list-style-type: none"> o Conservation of Bees - how can we use our school environment to help bees? 	Pupils will understand the key issues affecting bees and look at a case study in the East of England region. Pupils will understand how we can use our school environment to help bees. Pupils will plan and carry out effective ways to help conserve bees. Pupils will record and evaluate the effectiveness of bee conservation in school.
Y4	<ul style="list-style-type: none"> o Land Use of my local area (walk into town) o Investigating weather and climate 	Pupils will re-cap learning from previous units about types of settlements and land use. In this unit, pupils learn how settlements have changed over time and why original locations were chosen for settlements. Pupils will examine settlements in their local area, focusing on facilities and transport links and any change over time.
Y5	<ul style="list-style-type: none"> o Rivers (Trip to Cuckmere Haven) o Brownings Farm 	Children will name and locate their geographical region, identifying physical characteristics and key topographical features, including rivers. Children will use fieldwork to observe, measure, record and present the human and physical features in the local area using various methods, including sketch maps, plans and graphs, and digital technologies. Children will use maps and digital/computer mapping to describe the features studied.
Y6	<ul style="list-style-type: none"> o Sustainability - how can we reduce plastic use in our school? o Searching Sussex topic - Worth Church (geography & history) Trip to Brownings Farm & Worth Church 	Pupils will learn about plastic and its origins. Pupils will explore the uses of plastic and the problems it can create. Pupils will explore ways of reducing plastic waste at home, at school and in general. Pupils will conduct fieldwork on school grounds to observe, measure and record how effective their school is at reducing plastic waste and to implement new ideas to improve. Pupils will then present and evaluate the data gathered using a range of methods, including sketch maps, graphs, and digital technologies.