



## Asfordby Hill Primary School

'Individual Value; Valuing Individuals'

### Geography Curriculum Vision and Skills

**'Geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating diversity of cultures that exist across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together'**

***Barack Obama***

Ofsted state: 'High quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of our lives'

#### **Intent and Design -What we are trying to achieve?**

Geography is the study of our physical and human environment through the processes which shape it and the people who live in it. It is a crucial subject to help pupils understand their links with and effects on the natural world and their links with other people in the wider world. It provides a key context in which to involve pupils with environmental sustainability and help them to grow up as responsible citizens. It helps shape thinking about the future.

#### **Our Vision:**

In geography we aim to help develop children's curiosity for both their immediate surroundings and for places and environments in the wider world.

#### **Our School Values:**

We believe in:

- Developing outstanding character and attitudes to learning in preparation for future challenges in a changing world.
- Promoting physical and mental health in a happy caring environment that is supportive and encouraging.
- Making a difference to the world we live in through creating enterprising solutions to local and global issues.
- Developing social skills and an appreciation of each person's unique strengths, respecting and embracing different cultures, races and religions.



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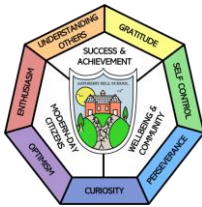
### Geography Curriculum Vision and Skills

- Fostering a deep sense of care and nurture for the world we live in and the people around us.
- Creating a broad range of inspiring experiences that allows children to develop skills and find their place in the world.
- Working in partnership with our school community and beyond to build brighter futures.
- High expectations alongside a culture of self-awareness, reflection and self-improvement.

#### Aims of our Geography Curriculum

Our inspirational geography curriculum will enable:

- an interest, a fascination and desire to investigate a variety of human and physical characteristics of different places, both local and afar, through purposeful research and careful questioning.
- children to develop an understanding of the use and purpose of maps of the local area and the world
- develop well rounded citizens, we believe children need to understand the differences between places and their cultures and to respect these differences by:
  - Provoking and providing answers to their own questions about the natural and human aspects of the world.
  - Investigating a greater understanding and knowledge of the world, as well as their place in it.
  - Developing an understanding of the physical and human patterns and processes which enable us to make sense of places.
  - Developing a simple understanding of environmental sustainability and how they can be actively involved in living as sustainably as possible.
  - Investigating their own curiosity and fascination about the world and its people which will remain with them for the rest of their lives.
  - Investigating and to understand diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes.



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#### Learning Intention

- At Asfordby Hill Primary School we incorporate the statutory objectives of the National Curriculum into our geography curriculum. Topics covered are progressive and give the children knowledge of different continents, different maps including features of the globe and map symbols and are linked to other subjects by cross-curricular topics.
- The objective of our different topics is to provide our pupils with a creative, enterprising and inspiring curriculum that provides cross-curricular links and a purpose for learning.



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#### Implementation and Organisation-How will we arrange our learning?

#### Geography Progression

We have selected the Early Learning Goals that link most closely to the Geography National Curriculum.

#### EYFS

Geography is not taught as a discrete subject in the EYFS, but vocabulary and experiences developed around “Understanding the World” will build geographical foundations.

<i>It's Good To Be Me!</i>
<i>Let's Celebrate</i>
<i>Adventure</i>
<i>Our World</i>
<i>Outside Our Window</i>
<i>All Things Weird and Wonderful</i>

#### Understanding the World (People and Communities)

Children know the similarities and differences between themselves and others, and among families, communities and traditions drawing on knowledge from stories, non-fiction texts and- when appropriate – maps.

#### Understanding the World (The World)

Children know about the similarities and differences in relation to places, objects, materials and living things. They talk about the future of their own immediate environment and how environments might vary from one and other from observations, discussions, stories, non-fiction texts and maps.



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Unit/Experiences	Vocabulary	Substantive Knowledge	What this might look like (Continuous/enhanced provision, focused activities, task design)
<p><b>Weather and the seasons</b></p> <p>Noticing signs of autumn, winter, spring, summer- looking at how our environment changes.</p>	<p>weather, season, autumn, winter, spring, summer</p>	<ul style="list-style-type: none"> <li>• There are 4 seasons: Autumn, Winter, Spring, Summer</li> <li>• The 4 seasons are different and give examples.</li> <li>• Clouds tell us about the weather.</li> </ul>	<p>Exploring how local area changes over year</p>
<p><b>Our local area</b></p> <ul style="list-style-type: none"> <li>• Where do we live?</li> <li>• Similarities and differences between different houses and places.</li> <li>• Exploring familiar routes/ simple maps.</li> </ul> <p><b>How can we map out the geography of our classroom?</b></p> <p>explore classroom (inside and out) and place specific features on given maps in correct places.</p> <p><b>What is our local area like?</b></p>	<p>Classroom, garden, trees, school, house, field, post box, bush, playground, pond, map</p>	<ul style="list-style-type: none"> <li>• Know key feature of their local area: houses, fields, post box, bus stop, school, playground, trees, bushes.</li> <li>• Our school is called Asfordby Hill Primary School.</li> <li>• Our school is in Asfordby Hill</li> <li>• A map shows where things are.</li> <li>• Use simple maps of a story (Going on a Bear Hunt/</li> </ul>	<p>Explore, using 5 senses, the geography of classroom, outdoor space and immediate locality.</p>



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<p>walk of the local area (Welby Road/South Street), discussing what they see.</p>		<p>Three Little Pigs/ Billy Goat Gruff) to navigate.</p>	
<p><b>Our World</b></p> <ul style="list-style-type: none"> <li>• Maps-looking at what key colours represent</li> <li>• green/blue for land and sea.</li> <li>• looking at our Country- England</li> <li>• Looking at hot and cold countries and animals that live there</li> <li>• Artic animals – animals that live it hot and cold countries – sorting into groups.</li> <li>• Treasure maps</li> <li>• Mapping adventures/ journeys</li> <li>• first, next, then,</li> </ul>	<p>World, country, hot, cold, Arctic, journey</p>	<ul style="list-style-type: none"> <li>• Different colours on a map can show different things.</li> <li>• Blue shows water and green shows land.</li> <li>• There are countries hotter and colder than ours.</li> <li>• The Arctic is cold and different animals live these.</li> </ul>	<p>Use photography to observe places.</p> <p>Drawing own maps of imaginary places or from stories.</p>



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Skills Progression	EYFS	1	2	3	4	5	6
	Locational Knowledge						
	Place Knowledge						
	Human and Physical Knowledge						
	Geographical Skills and Fieldwork						

Locational Knowledge		
Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>name and locate the 7 continents and 5 oceans</li> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<p><b>Revisit:</b></p> <ul style="list-style-type: none"> <li><i>name and locate the 7 continents and 5 oceans</i></li> <li><i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></li> <li>locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>



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	<p>physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul>	<p>land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>Land-use patterns and understand how some of these aspects have changed over time.</li> <li> <p><b>Revisit</b></p> <ul style="list-style-type: none"> <li><i>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)</i></li> </ul> </li> </ul>
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Place Knowledge		
Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</li> </ul>	<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a</li> </ul>	<p>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</p>



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(Melton Mowbray), and of a small area in a contrasting non-European country ( <b>Muranga Town</b> Kenya).	region of the United Kingdom, a region in a European country- Italy.	region within North or South America- The Amazon
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Human and Physical Knowledge		
Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>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.</li> <li>use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle, cities, countryside, biomes and vegetation belts.</li> <li>Human geography: types of settlement and land use, distribution of natural resources including food and water.</li> </ul>	<ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains.</li> <li>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.</li> </ul>

Geographical Skills and Fieldwork		
Y1/2	Y3/4	Y5/6
<ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries,</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>



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<p>continents and oceans studied at this key stage</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>
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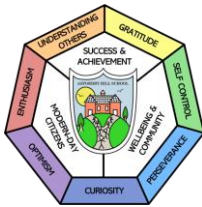
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Year	Autumn	Spring	Summer	
EYFS	<i>It's Good To Be Me!</i>			
	<i>Let's Celebrate</i>			
	<i>Adventure</i>			
	<i>Our World</i>			
	<i>Outside Our Window</i>			
	<i>All Things Weird and Wonderful</i>			

		EYFS	KS1		LKS2		UKS2	
		YR	Y1	Y2	Y3	Y4	Y5	Y6
Units	Unit 1:	Geography is not taught as a discrete subject in the EYFS, but vocabulary and experiences developed around “Understanding the World” will	<b>Our School:</b> Mapping our classroom, mapping our school, what is our local area like.	<b>Our Local Area:</b> Rural and urban, location of Asfordby, Melton and Leicester, comparing Leicester to New Delhi	<b>Where are we? How can we improve Asfordby Hill?:</b> Counties, geography of Leicestershire, local area fieldwork	<b>Climate:</b> Explaining climate in UK, climate fieldwork, explaining climate of Kenya	<b>Changes in Asfordby Hill:</b> Grid references, mapping our local area, changes in local geography, fieldwork	<b>Trade in Melton Mowbray:</b> UK economy sectors, tourism and economy in Melton



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	<b>Unit 2:</b>	<p><b>build geographical foundations.</b></p> <ul style="list-style-type: none"> <li>Weather and the Seasons</li> <li>Our Local Area</li> <li>Our World</li> </ul>	<p><b>The United Kingdom</b> Countries in the UK and their capital cities</p>	<p><b>All Around the World:</b> Continents and oceans, hot and cold places, travelling across the world.</p>	<p><b>Europe – Alps/Italy:</b> Mountains in the UK, Mountains in the Alps, Geography of Italy, comparing Italy to UK</p>	<p><b>Rivers and the Water Cycle:</b> Water cycle, river systems, rivers in the UK – Thames, Wreake, Eye, rivers in the world, rivers fieldwork.</p>	<p><b>South America – The Amazon:</b> Tropical rainforests, Brazil, geography of the Amazon rainforest, Sherwood forest, deforestation.</p>	
	<b>Unit 3:</b>		<p><b>The 7 continents</b> Compare Ngong in Kenya and Asfordby Hill England: Location of the 7 continents, comparing life in a Kenyan village to ours.</p>	<p><b>Weather:</b> Types of weather, weather in the UK, weather in India, comparing weather in UK and India</p>	<p><b>Coasts:</b> UK coasts – Blackpool, Skegness, Giant’s Causeway, formation of coasts, tourism in coastal areas.</p>	<p><b>Earthquakes and Volcanoes:</b> Structure of the Earth, tectonic plates, volcanoes, earthquakes and tsunamis.</p>	<p><b>Reasons to Move:</b> Diversity in UK and Leicester, reasons for migration and immigration, impact of movement.</p>	<p><b>Our Changing Climate</b> Climate change renewable and non-renewable energy, carbon footprints.</p>

Year 1 Geography Curriculum			
	Autumn: Our School	Spring: The United Kingdom	Summer: The 7 Continents Compare Muranga Town in Kenya and Asfordby Hill in England

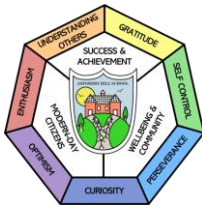


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<b>Locational Knowledge</b>		<ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>name and locate the 7 continents</li> </ul>
<b>Place Knowledge</b>			<p>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Melton Mowbray), and of a small area in a contrasting non-European country (Ngong Kenya).</p>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>use basic geographical vocabulary to refer to:</li> <li>key physical features, including: river, soil, valley, vegetation, season and weather.</li> <li>key human features, including: city, town, village, factory, farm, house, office and shop.</li> </ul>		
<b>Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>



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	<p>features and routes on a map</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>		
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Year 2 Geography Curriculum			
	Autumn: Our Local Area	Spring: All around the world	Summer: The Weather
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four</li> </ul>	<ul style="list-style-type: none"> <li>• name and locate the 7 continents and 5 oceans</li> </ul>	

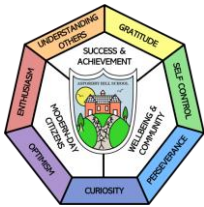


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	countries and capital cities of the United Kingdom and its surrounding seas.		
<b>Place Knowledge</b>			
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• use basic geographical vocabulary to refer to:             <ul style="list-style-type: none"> <li>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>♣ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	
<b>Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• use aerial photographs and plan perspectives to</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>



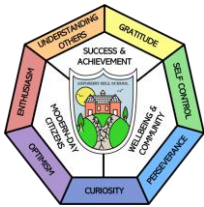
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	<p>recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> <li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>		
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Year 3 Geography Curriculum			
	Autumn: Where are we? How can we improve Asfordby Hill?	Spring: Europe – Alps/Italy	Summer: Coasts
<b>Locational Knowledge</b>	<b>Revisit:</b> <ul style="list-style-type: none"> <li>• <i>name and locate the 7 continents and 5 oceans</i></li> <li>• <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></li> <li>• name and locate counties and cities of the United</li> </ul>	<ul style="list-style-type: none"> <li>• locate the world’s countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> <li>• identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern</li> </ul>	

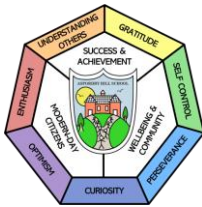


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	<p>Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	<p>Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</p>	
<b>Place Knowledge</b>		<ul style="list-style-type: none"> <li>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- Italy.</li> </ul>	
<b>Human and Physical Geography</b>		<ul style="list-style-type: none"> <li>Physical geography, including: rivers, mountains, countryside, biomes and vegetation belts.</li> <li>Human geography: types of settlement and land use distribution of natural resources including food and water.</li> </ul>	<ul style="list-style-type: none"> <li>Physical geography, including rivers, mountains, cities, countryside, biomes and vegetation belts.</li> <li>Human geography: types of settlement and land use, distribution of natural resources including food and water.</li> </ul>
<b>Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to</li> </ul>



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	<p>countries and describe features studied</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>locate countries and describe features studied</p> <ul style="list-style-type: none"> <li>use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p>locate countries and describe features studied</p> <ul style="list-style-type: none"> <li>use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>
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Year 4 Geography Curriculum			
	Autumn: Climate	Spring: Rivers and the Water Cycle	Summer: Earthquakes and Volcanoes
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>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)</li> </ul>		<ul style="list-style-type: none"> <li>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)</li> </ul>
<b>Place Knowledge</b>			



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<b>Human and Physical Geography</b>		<ul style="list-style-type: none"> <li>Physical geography, including rivers, the water cycle, biomes and vegetation belts.</li> <li>Human geography: types of settlement and land use</li> </ul>	<ul style="list-style-type: none"> <li>Physical geography, including volcanoes and earthquakes, biomes and vegetation belts.</li> <li>Human geography: types of settlement and land use</li> </ul>
<b>Skills and Fieldwork</b>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied rivers.</li> <li>use the eight points of a compass, four grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied – volcanoes.</li> </ul>

Year 5 Geography Curriculum			
	Autumn: Changes In our local area	Spring: South America -The Amazon	Summer: Reasons to move
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics,</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>

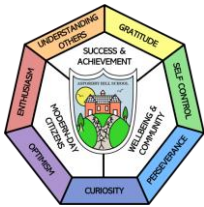


## Asfordby Hill Primary School

‘Individual Value; Valuing Individuals’

### Geography Curriculum Vision and Skills

	<p>key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <ul style="list-style-type: none"> <li>Land-use patterns and understand how some of these aspects have changed over time.</li> </ul>	<p>physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>regions, key physical and human characteristics, countries, and major cities</p>
<b>Place Knowledge</b>		<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in South America- The Amazon</li> </ul>	
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>



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<p><b>Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>
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Year 6 Geography Curriculum			
	Autumn: Trade in Melton Mowbray		Summer: Our Changing Climate
<p><b>Locational Knowledge</b></p>	<ul style="list-style-type: none"> <li>• Land-use patterns and understand how some of these aspects have changed over time.</li> </ul>		
<p><b>Place Knowledge</b></p>		<ul style="list-style-type: none"> <li>•</li> </ul>	



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<p><b>Human and Physical Geography</b></p>	<ul style="list-style-type: none"> <li>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.</li> </ul>		<ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Skills and Fieldwork</b></p>	<ul style="list-style-type: none"> <li>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</li> </ul>		<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>