



### Geography Curriculum

Geographical Skills and fieldwork

Locational knowledge

Place Knowledge

Human and Physical geography

At Billingshurst Primary Academy our Geography curriculum aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world around them improving their sense of **belonging**; in other words, to think like a geographer. We want pupils to develop the **courage** to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our curriculum, we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills and **ambition** to contribute to and improve the world around them.

Our curriculum encourages:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.
- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.

Our Curriculum is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography.



# Billingshurst Primary Academy – Geography

## EYFS – Knowledge & Skills

Development Matters Objective	Strand	Objectives
<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction</li> </ul>	<b>Geographical Skills and fieldwork</b>	<ul style="list-style-type: none"> <li><b>Question</b></li> <li>Ask questions about the world around them.</li> <li><b>Observe</b></li> <li>Commenting on the features they see in their school and school grounds.</li> <li><b>Measure</b></li> <li>Answering simple questions, guided by the teacher.</li> <li><b>Record</b></li> <li>Creating some of the features they notice in their school and school grounds.</li> <li><b>Present</b></li> <li>Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.</li> </ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li><b>Identifying land and water on a map or globe.</b></li> <li>To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)</li> <li>To know that usually water is represented in blue on a map or globe.</li> <li>To know the name of their school and the place where they live.</li> </ul>



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<p>texts and – when appropriate – maps.</p> <ul style="list-style-type: none"> <li>• Explore through play the effect of changing seasons and weather patterns on the natural world around them.</li> </ul>		<ul style="list-style-type: none"> <li>● <b>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</b></li> <li>● To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).</li> </ul>
	<p><b>Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>● <b>Discussing how environments in stories and images are different to the environment they live in.</b></li> <li>● To know that places within this country can differ from each other.</li> <li>● To know that there are differences between places in this country and places in other countries.</li> </ul>
	<p><b>Human and Physical geography</b></p>	<ul style="list-style-type: none"> <li>● <b>Observing weather across the seasons.</b></li> <li>● To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.</li> <li>● <b>Observing and discussing the effect the changing seasons have on the world around them.</b></li> <li>● To know some of the key characteristics of each season.</li> <li>● <b>Beginning to use the names of the seasons in the correct context.</b></li> <li>● To know that there are four seasons in a year marked by certain weather conditions.</li> <li>● <b>Making observations about the features of places (in stories, photographs or in the school grounds/local area).</b></li> <li>● To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)</li> <li>● <b>Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).</b></li> </ul>



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- To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).



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## Year 1 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> <li>● develop knowledge about the world, the United Kingdom and their locality.</li> <li>● understand basic subject-specific vocabulary relating to human and physical geography.</li> <li>● begin to use geographical skills, including first-hand observation, to enhance their</li> </ul>	<b>Geographical Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>● <b>Question</b></li> <li>● Ask questions about the world around them.</li> <li>● <b>Observe</b></li> <li>● Commenting on the features they see in their school and school grounds.</li> <li>● <b>Measure</b></li> <li>● Asking and answering simple questions about the features of their school and school grounds.</li> <li>● <b>Record</b></li> <li>● Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.</li> <li>● <b>Present</b></li> <li>● Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.</li> </ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>● <b>Locating two of the world’s seven continents on a world map.</b></li> <li>● To know the name of two continents (Europe and Asia).</li> <li>● To know that a continent is a group of countries.</li> <li>● To know that they live in the continent of Europe.</li> </ul>



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locational awareness.		<ul style="list-style-type: none"><li>● <b>Locating two of the world’s oceans (Atlantic Ocean and Pacific Ocean) on a world map.</b></li><li>● To know that an ocean is a large body of water.</li><li>● To know the name of two of the world’s oceans (Atlantic Ocean and Pacific Ocean).</li><li>● <b>Showing on a map which continent they live in.</b></li><li>● <b>Locating the four countries of the United Kingdom (UK) on a map of this area.</b></li><li>● <b>Showing on a map which country they live in and locating its capital city.</b></li><li>● To know that the UK is short for ‘United Kingdom’.</li><li>● To know that a country is a land or nation with its own government.</li><li>● To know that the United Kingdom is made up of four countries and their names.</li><li>● To know the name of the country they live in.</li></ul>
	<b>Place Knowledge</b>	<ul style="list-style-type: none"><li>● <b>Naming some key similarities between their local area and a small area of a contrasting non-European country.</b></li><li>● To know that life elsewhere in the world is often different to ours.</li><li>● <b>Naming some key differences between their local area and a small area of a contrasting non-European country.</b></li><li>● To know that life elsewhere in the world often has similarities to ours</li></ul>
	<b>Human and Physical geography</b>	<ul style="list-style-type: none"><li>● <b>Describing how the weather changes with each season in the UK.</b></li><li>● To know the four seasons of the UK.</li><li>● <b>To know that weather conditions can be measured and recorded.</b></li></ul>



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- To know that 'weather' refers to the conditions outside at a particular time.
- **Describing the daily weather patterns in their locality.**
- To know that different parts of the UK often experience different weather.
- **Confidently using the vocabulary 'season' and 'weather'.**
- To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.
- **Recognising some physical features in their locality.**
- To know that physical features means any feature of an area that is on the Earth naturally.
- **Recognising some human features in their locality.**
- To know that human features means any feature of an area that was made or built by humans



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## Year 2 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>● develop knowledge about the world, the United Kingdom and their locality.</li><li>● understand basic subject-specific vocabulary relating to human and physical geography.</li><li>● begin to use geographical skills, including first-hand observation, to enhance their</li></ul>	<b>Geographical Skills and fieldwork</b>	<ul style="list-style-type: none"><li>● <b>Question</b></li><li>● Recognising there are different ways to answer a question.</li><li>● <b>Observe</b></li><li>● Discussing the features they see in the area surrounding their school when on a walk.</li><li>● Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li><li>● <b>Measure</b></li><li>● Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.</li><li>● <b>Record</b></li><li>● Classifying the features they notice into human and physical with teacher support.</li><li>● Taking digital photographs of geographical features in the locality.</li><li>● Making digital audio recordings when interviewing someone.</li><li>● <b>Present</b></li><li>● Presenting data in simple tally charts or pictograms and commenting on what the data shows.</li><li>● Asking and answering simple questions about data.</li></ul>



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locational awareness.	Locational knowledge	<ul style="list-style-type: none"><li>● <b>Locating all the world’s seven continents on a world map.</b></li><li>● To be able to name the seven continents of the world.</li><li>● <b>Locating the world’s five oceans on a world map.</b></li><li>● To be able to name the five oceans of the world.</li><li>● <b>Showing on a map the oceans nearest the continent they live in.</b></li><li>● <b>Locating the surrounding seas and oceans of the UK on a map of this area.</b></li><li>● To know that a sea is a body of water that is smaller than an ocean.</li><li>● To know that there are four bodies of water surrounding the UK and to be able to name them.</li><li>● <b>Locating the capital cities of the four countries of the UK on a map of this area.</b></li><li>● To know the four capital cities of the UK.</li><li>● <b>Identifying characteristics (both human and physical) of the four capital cities of the UK.</b></li><li>● To name some characteristics of the four capital cities of the UK.</li><li>● <b>Showing on a map the city, town or village where they live in relation to their capital city.</b></li><li>● To know that a capital city is the city where a country’s government is located.</li></ul>
	Place Knowledge	<ul style="list-style-type: none"><li>● <b>Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.</b></li><li>● <b>Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.</b></li><li>● To know some similarities and differences between their local area and a contrasting non-European country.</li></ul>



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		<ul style="list-style-type: none"><li>● <b>Describing what physical features may occur in a hot place in comparison to a cold place.</b></li></ul>
	<b>Human and Physical geography</b>	<ul style="list-style-type: none"><li>● <b>Locating some hot and cold areas of the world on a world map.</b></li><li>● <b>Locating the Equator and North and South Poles on a world map.</b></li><li>● To know that the Equator is an imaginary line around the middle of the Earth.</li><li>● <b>Locating hot and cold areas of the world in relation to the Equator and the North and South poles.</b></li><li>● To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.</li><li>● To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.</li><li>● To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.</li><li>● <b>Describing the key physical features of a coast using subject specific vocabulary.</b></li><li>● To know that coasts (and other physical features) change over time.</li><li>● To know some key physical features of the UK.</li><li>● <b>Describing and understanding the differences between a city, town and village.</b></li><li>● <b>Describing the key human features of a coastal town using subject specific vocabulary.</b></li><li>● To know that a sea is a body of water that is smaller than an ocean.</li></ul>



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- To know that human features change over time.
- To know some key human features of the UK.



## Year 3 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>	<p><b>Geographical Skills and fieldwork</b></p>	<ul style="list-style-type: none"> <li>● <b>Question</b></li> <li>● Beginning to choose the best approach to answer an enquiry question.</li> <li>● <b>Observe</b></li> <li>● Mapping land use in a small local area using maps and plans.</li> <li>● Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</li> <li>● Asking and answering one- step and two-step geographical questions.</li> <li>● Observing, recording, and naming geographical features in their local environments.</li> <li>● <b>Measure</b></li> <li>● Using simple sampling techniques appropriately.</li> <li>● Making digital audio recordings for a specific purpose.</li> <li>● Designing a questionnaire / interviews to collect quantitative fieldwork data.</li> <li>● <b>Record</b></li> <li>● Taking digital photos and labelling or captioning them.</li> <li>● Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</li> </ul>



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		<ul style="list-style-type: none"><li>● Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</li><li>● Using a questionnaire/interviews to collect qualitative fieldwork data.</li><li>● <b>Prsent</b></li><li>● Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</li><li>● Suggesting different ways that a locality could be changed and improved.</li><li>● Finding answers to geographical questions through data collection.</li><li>● Analysing and presenting quantitative data in charts and graphs.</li></ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"><li>● <b>Locating some countries in Europe using maps.</b></li><li>● To know the names of some countries and major cities in Europe.</li><li>● <b>Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions.</b></li><li>● <b>Locating some key human features in countries studied.</b></li><li>● <b>Locating the world’s most significant mountain ranges on a world map and identifying any patterns.</b></li><li>● To know the names of some of the world’s most significant mountain ranges.</li><li>● <b>Locating where the world’s volcanoes are on a map and identifying the ‘Ring of Fire’.</b></li><li>● To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.</li></ul>



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- **Locating some counties in the UK (local to your school).**
- To know the name of some counties in the UK (local to your school).
- **Locating some cities in the UK (local to your school).**
- To know the name of some cities in the UK (local to your school).
- To know the name of the county that they live in and their closest city.
- **Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.**
- **Beginning to locate the twelve geographical regions of the UK.**
- To begin to name the twelve geographical regions of the UK.
- **Describing how a locality has changed over time, giving examples of both physical and human features.**
- To know the main types of land use.
- To know some types of settlement.
- **Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.**
- To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.
- To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.
- **Identifying the position and significance of both the Arctic and Antarctic Circle.**



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		<ul style="list-style-type: none"> <li>● To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.</li> <li>● To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.</li> </ul>
	<p style="text-align: center;"><b>Place Knowledge</b></p>	<ul style="list-style-type: none"> <li>● <b>Describing and beginning to explain similarities between two regions studied.</b></li> <li>● To know the negative effects of living near a volcano.</li> <li>● To know the positive effects of living near a volcano.</li> <li>● To know the negative effects an earthquake can have on a community.</li> <li>● <b>Describing and beginning to explain differences between two regions studied.</b></li> <li>● <b>Describing how and why humans have responded in different ways to their local environments.</b></li> <li>● To know ways in which communities respond to earthquakes.</li> <li>● <b>Explaining what measures humans have taken in order to adapt to survive in cold places.</b></li> <li>● <b>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</b></li> </ul>
	<p style="text-align: center;"><b>Human and Physical geography</b></p>	<ul style="list-style-type: none"> <li>● <b>Describing why volcanoes and earthquakes occur.</b></li> <li>● <b>Describing where volcanoes, earthquakes and mountains are located globally.</b></li> <li>● To know the different types of mountains and volcanoes and how they are formed.</li> <li>● To know that an earthquake is the intense shaking of the ground.</li> </ul>



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- Describing and explaining how physical features of volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- To know the world's different climate zones.



## Year 4 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>	<p><b>Geographical Skills and fieldwork</b></p>	<ul style="list-style-type: none"> <li>● <b>Question</b></li> <li>● Beginning to choose the best approach to answer an enquiry question.</li> <li>● <b>Observe</b></li> <li>● Mapping land use in a small local area using maps and plans.</li> <li>● Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher.</li> <li>● Asking and answering one- step and two-step geographical questions.</li> <li>● Observing, recording, and naming geographical features in their local environments.</li> <li>● <b>Measure</b></li> <li>● Using simple sampling techniques appropriately.</li> <li>● Making digital audio recordings for a specific purpose.</li> <li>● Designing a questionnaire / interviews to collect quantitative fieldwork data.</li> <li>● <b>Record</b></li> <li>● Taking digital photos and labelling or captioning them.</li> <li>● Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.</li> </ul>



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		<ul style="list-style-type: none"><li>● Beginning to use a simplified Likert Scale to record their judgements of environmental quality.</li><li>● Using a questionnaire/interviews to collect qualitative fieldwork data.</li><li>● <b>Prsent</b></li><li>● Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information.</li><li>● Suggesting different ways that a locality could be changed and improved.</li><li>● Finding answers to geographical questions through data collection.</li><li>● Analysing and presenting quantitative data in charts and graphs.</li></ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"><li>● <b>Locating some countries in Europe and North and South America using maps.</b></li><li>● To know where North and South America are on a world map.</li><li>● <b>Locating some major cities of the countries studied.</b></li><li>● To know the names of some countries and major cities in Europe and North and South America.</li><li>● <b>Locating some key physical features in countries studied on a map including significant environmental regions.</b></li><li>● To know that climate zones are areas of the world with similar climates.</li><li>● To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).</li><li>● To know that biomes are areas of world with similar climates, vegetation and animals.</li><li>● To know the world's biomes.</li></ul>



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- To know vegetation belts are areas of the world which are home to similar plant species.
- **Locating some key human features in countries studied.**
- **Locating some of the world's most significant rivers and identifying any patterns.**
- To know the names of some of the world's most significant rivers.
- **Locating some counties in the UK (local to your school).**
- To know the name of some counties in the UK (local to your school).
- To know the name of the county that they live in and their closest city.
- **Locating some cities in the UK (local to your school).**
- To know the name of some cities in the UK (local to your school).
- **Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.**
- **Beginning to locate the twelve geographical regions of the UK.**
- To begin to name the twelve geographical regions of the UK. To know the main types of land use.
- **Identifying how topographical features studied have changed over time using examples.**
- **Describing how a locality has changed over time, giving examples of both physical and human features**
- To know some types of settlement.
- **Finding the position of the Equator and describing how this impacts our environmental regions.**
- To know that countries near the Equator have less seasonal change than those near the poles.



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		<ul style="list-style-type: none"><li>● To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.</li><li>● <b>Finding lines of latitude and longitude on a globe and explaining why these are important.</b></li><li>● <b>Identifying the position of the Tropics of Cancer and Capricorn and their significance.</b></li><li>● To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.</li><li>● To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.</li><li>● <b>Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.</b></li><li>● To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.</li><li>● To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.</li></ul>
	<p><b>Place Knowledge</b></p>	<ul style="list-style-type: none"><li>● <b>Describing and beginning to explain similarities between two regions studied.</b></li><li>● <b>Describing and beginning to explain differences between two regions studied.</b></li><li>● <b>Describing how and why humans have responded in different ways to their local environments.</b></li><li>● <b>Discussing how climates have an impact on trade, land use and settlement.</b></li><li>● <b>Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.</b></li></ul>



## Billingshurst Primary Academy – Geography

### Human and Physical geography

- **Mapping and labelling the seven biomes on a world map.**
- **Understanding some of the causes of climate change.**
- **Describing how physical features, such as rivers are formed.**
- To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.
- To know the courses and key features of a river.
- **Describing and explaining how physical features such as rivers have had an impact upon the surrounding landscape and communities.**
- To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.
- To know the world's biomes.
- To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.
- To know that climate zones are areas of the world with similar climates.
- To know the world's different climate zones.
- **Describing how humans use water in a variety of ways.**
- To know that climates can influence the foods able to grow.



## Year 5 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>	<p><b>Geographical Skills and fieldwork</b></p>	<ul style="list-style-type: none"> <li>● <b>Question</b></li> <li>● Developing their own enquiry questions.</li> <li>● Choosing the best approach to answering an enquiry question.</li> <li>● <b>Observe</b></li> <li>● Making sketch maps of areas studied including labels and keys where necessary.</li> <li>● Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</li> <li>● <b>Measure</b></li> <li>● Selecting appropriate methods for data collection.</li> <li>● Designing interviews/questionnaires to collect qualitative data.</li> <li>● Beginning to use standard field sampling techniques appropriately.</li> <li>● <b>Record</b></li> <li>● Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.</li> <li>● Using a simplified Likert Scale to record their judgements of environmental quality.</li> <li>● Conducting interviews/questionnaires to collect qualitative data.</li> </ul>



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		<ul style="list-style-type: none"><li>● Interpreting and using real-time/live data.</li><li>● To identify and mitigate potential risks during fieldwork.</li><li>● <b>Present</b></li><li>● Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.</li><li>● Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning's.</li><li>● Evaluating evidence collected and suggesting ways to improve this.</li><li>● Analysing quantitative data in pie charts, line graphs and graphs with two variables.</li></ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"><li>● <b>Locating more countries in Europe and North and South America using maps.</b></li><li>● <b>Locating major cities of the countries studied.</b></li><li>● <b>Locating key physical features in countries studied on a map .</b></li><li>● <b>Locating key human features in countries studied.</b></li><li>● To know the name of many countries and major cities in Europe and North and South America.</li><li>● To know the location of key physical features in countries studied.</li><li>● <b>Identifying significant environmental regions on a map.</b></li><li>● <b>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</b></li></ul>



## Billingshurst Primary Academy – Geography

		<ul style="list-style-type: none"><li>● To name and describe some of the world’s vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland).</li><li>● <b>Locating many counties in the UK.</b></li><li>● To know the name of many counties in the UK.</li><li>● <b>Locating many cities in the UK.</b></li><li>● To know the name of many cities in the UK.</li><li>● <b>Confidently locating the twelve geographical regions of the UK.</b></li><li>● To confidently name the twelve geographical regions of the UK.</li><li>● <b>Identifying key physical and human characteristics of the geographical regions in the UK.</b></li><li>● <b>Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.</b></li><li>● <b>Using longitude and latitude when referencing location in an atlas or on a globe.</b></li><li>● To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world’s time zones.</li></ul>
	<p><b>Place Knowledge</b></p>	<ul style="list-style-type: none"><li>● <b>Describing and explaining similarities between two environmental regions studied.</b></li><li>● <b>Describing and explaining differences between two environmental regions studied.</b></li><li>● To know some similarities and differences between the UK and a European mountain region.</li></ul>



## Billingshurst Primary Academy – Geography

		<ul style="list-style-type: none"><li>● Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</li><li>● Understanding how climates impact on trade, land use and settlement.</li><li>● To know why tourists visit mountain regions.</li><li>● Explaining how humans have used desert environments.</li><li>● Using maps to explore wider global trading routes.</li></ul>
	<b>Human and Physical geography</b>	<ul style="list-style-type: none"><li>● Describing and understanding the key aspects of the six biomes.</li><li>● Describing and understanding the key aspects of the six climate zones.</li><li>● Understanding some of the impacts and causes of climate change.</li><li>● Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</li><li>● To know vegetation belts are areas of the world that are home to similar plant species.</li><li>● To name and describe some of the world's vegetation belts.</li><li>● Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.</li><li>● To know why the ocean is important.</li></ul>



## Year 6 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>	<p><b>Geographical Skills and fieldwork</b></p>	<ul style="list-style-type: none"> <li>● <b>Question</b></li> <li>● Developing their own enquiry questions.</li> <li>● Choosing the best approach to answering an enquiry question.</li> <li>● <b>Observe</b></li> <li>● Making sketch maps of areas studied including labels and keys where necessary.</li> <li>● Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.</li> <li>● <b>Measure</b></li> <li>● Selecting appropriate methods for data collection.</li> <li>● Designing interviews/questionnaires to collect qualitative data.</li> <li>● Beginning to use standard field sampling techniques appropriately.</li> <li>● <b>Record</b></li> <li>● Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed.</li> <li>● Using a simplified Likert Scale to record their judgements of environmental quality.</li> <li>● Conducting interviews/questionnaires to collect qualitative data.</li> </ul>



## Billingshurst Primary Academy – Geography

		<ul style="list-style-type: none"><li>● Interpreting and using real-time/live data.</li><li>● To identify and mitigate potential risks during fieldwork.</li><li>● <b>Present</b></li><li>● Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information.</li><li>● Drawing conclusions about an enquiry using findings from fieldwork to support your reasoning's.</li><li>● Evaluating evidence collected and suggesting ways to improve this.</li><li>● Analysing quantitative data in pie charts, line graphs and graphs with two variables.</li></ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"><li>● <b>Locating more countries in Europe and North and South America using maps.</b></li><li>● To know the name of many countries and major cities in Europe and North and South America.</li><li>● <b>Locating major cities of the countries studied.</b></li><li>● <b>Locating key physical features in countries studied on a map .</b></li><li>● To know the location of key physical features in countries studied.</li><li>● <b>Locating key human features in countries studied. Identifying significant environmental regions on a map.</b></li><li>● <b>Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.</b></li><li>● To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, Mediterranean, desert scrub, desert, highland).</li></ul>



## Billingshurst Primary Academy – Geography

- **Locating many counties in the UK. Locating many cities in the UK.**
- To know the name of many counties in the UK.
- To know the name of many cities in the UK.
- **Confidently locating the twelve geographical regions of the UK.**
- To confidently name the twelve geographical regions of the UK.
- **Identifying key physical and human characteristics of the geographical regions in the UK.**
- **Understanding how land-use has changed over time using examples.**
- **Explaining why a locality has changed over time, giving examples of both physical and human features.**
- To know that London and the South East regions have the largest population in the UK.
- **Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.**
- **Using longitude and latitude when referencing location in an atlas or on a globe.**
- To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.
- **Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.**
- **Using longitude and latitude when referencing location in an atlas or on a globe.**



## Billingshurst Primary Academy – Geography

		<ul style="list-style-type: none"><li>● To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.</li></ul>
	<b>Place Knowledge</b>	<ul style="list-style-type: none"><li>● <b>Describing and explaining similarities between two environmental regions studied.</b></li><li>● <b>Describing and explaining differences between two environmental regions studied.</b></li><li>● <b>Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.</b></li><li>● <b>Understanding how climates impact on trade, land use and settlement.</b></li><li>● <b>Explaining how humans have used desert environments.</b></li><li>● <b>Using maps to explore wider global trading routes.</b></li></ul>
	<b>Human and Physical geography</b>	<ul style="list-style-type: none"><li>● <b>Describing and understanding the key aspects of the six biomes.</b></li><li>● <b>Describing and understanding the key aspects of the six climate zones.</b></li><li>● <b>Understanding some of the impacts and causes of climate change.</b></li><li>● <b>Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.</b></li><li>● To know vegetation belts are areas of the world that are home to similar plant species.</li><li>● To name and describe some of the world's vegetation belts.</li></ul>



## Billingshurst Primary Academy – Geography

- **Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.**
- **Describing and understanding economic activity including trade links.**
- **Suggesting reasons why the global population has grown significantly in the last 70 years.**
- To know the global population has grown significantly since the 1950s.
- **Describing the 'push' and 'pull' factors that people may consider when migrating.**
- To know which factors are considered before people build settlements.
- To know migration is the movement of people from one country to another.
- **Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments.**
- To know that natural resources can be used to make energy.
- **Describing and explaining how humans can impact the environment both positively and negatively, using examples.**
- To know some positive impacts of humans on the environment.
- To know some negative impacts of humans on the environment.