



### **APS Curriculum Intent for Geography**

At Attleborough Primary we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. The structure and sequence of our geography lessons ensures teachers have covered the skills and knowledge required to meet the aims of the national curriculum. It is designed to develop knowledge and skills that are progressive, as well as transferable to other areas of the curriculum; starting with what is familiar in EYFS (our local area) and then expanding to Our Country and then more abstract environments and concepts. We seek to inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We aim to improve children's geographical vocabulary, map skills and geographical facts, as well as help our pupils understand their place and responsibilities in the world with ever increasing issues such as climate change and renewable sources of energy.



EYFS Statutory Framework Geography Related Objectives

**People, culture and communities**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

**The natural world**

- 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, the seasons and changing states of matter

**RECEPTION Key content knowledge.**

*What knowledge children will have at the end of each unit- these will also be used for assessment*

Autumn	Spring	Summer
<p><b>Key Question:</b> What is it like to be part of the Attleborough Primary School Community?</p> <p><b>Core Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Children will know what their classroom looks like and outside area</li> <li>2. Children will know how to locate our school in the local area</li> <li>3. Children will know their route to school</li> <li>4. Children will know some jobs people have within our community</li> </ol> <p><b>Key Question:</b> What is a Big Freeze</p> <p><b>Core Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Children will know what a season is and that there are 4 seasons</li> <li>2. Children will know some of the changes that happen with the seasons</li> </ol>	<p><b>Key Question:</b> What is it like where I live?</p> <p><b>Core Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Pupils will Know that there are different countries in the world and talk about differences they have experienced or seen in photos.</li> <li>2. Pupils will know how to explore their local environments using their senses</li> <li>3. Pupils will know about weather, culture, clothing, housing.</li> <li>4. Pupils will know Features of local environment; Comparing places on Google Earth – how are they similar/ different?</li> <li>5. Pupils will know how to create a map of our town</li> <li>6. Children will know what recycling is and how it can help take care of our world</li> </ol> <p><b>Skills:</b> To know what a map is and how to draw a simple map</p>	<p><b>Key Question:</b> Where do all the animals live?</p> <p><b>Core Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Children will know some contrasting environments around the world including different animals that live there eg: rainforests, arctic, deserts, oceans, land, woodlands,</li> <li>2. Children will know that different animals live in different habitats</li> </ol>



Key Vocabulary		
All children to know the meaning of these words by the end of the unit		
Change, seasons, weather, school, community	Community, country, locality, map, town	Arctic, cold, Environment. Habitat, hot, world, ocean, land, woodland
Enrichment Opportunities		
Trips / visitors/ WOW moments		
Exploring outside environment	Fieldwork: Walk around Attleborough	

## National Curriculum aims:

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.



YEAR 1-Year 2

Key Stage 1 National Curriculum Objectives

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will 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.

Pupils to be taught to:

**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

**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

**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
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**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
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment



Year 1 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p><b>Key Question:</b> Why is the weather always different around the World?</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p>1.Children will know what the weather is like where they live and in their country.</p> <p>2.Children will know that weather changes with the seasons</p> <p>3. Children will know how the weather can affect us</p> <p>4. Children will know symbols and key words to describe the weather</p> <p>5. Children will know the dangers of the weather</p> <p>Children will know what hot and cold countries are like.</p> <p><b>Skills and fieldwork</b></p> <p>1.Children will know what a map is and is can be used to locate hot and cold countries</p> <p>2.Children will know how the weather can be measured eg: thermometer.</p>	<p><b>Key Question:</b> How does Kenya compare to where I live?</p> <p><b>Locational Knowledge</b></p> <p>1. To know that Africa is one of seven continents and that a continent is a group of countries</p> <p><b>Place Knowledge</b></p> <p>1. To know where Kenya is in the world</p> <p><b>Human and Physical Geography</b></p> <p>1. To know what life is like for people in Kenya</p> <p>2. To know what a National Park is</p> <p>3. Pupils will know some of the animals that live in Kenya</p> <p>4. Pupils will know what Maasai culture is like</p> <p>5. Pupils will know how to compare their life to a child's from Kenya</p> <p><b>Skills and fieldwork</b></p> <p>1. Can locate Kenya on a world map</p> <p>2. Can draw a simple map</p> <p>3. Use compass directions to describe places-map</p> <p>4. To observe photos/ask questions about a place</p>	<p><b>Key Question:</b> Why do we love to visit the seaside so much?</p> <p><b>Locational Knowledge</b></p> <p>1. Pupils will know how to locate seaside resorts in the four countries of the UK</p> <p>2. Pupils will know how to identify the main British islands using a map</p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p>1. Pupils will know what seaside holidays and resorts were like in the past and the present</p> <p>2. Pupils will know location of some hot and cold places in the world</p> <p>3. Will know human/physical features - seaside town</p> <p><b>Skills and fieldwork</b></p> <p>1. Use key words to describe a seaside location- UK</p> <p>2. Can use a map to locate seaside locations</p> <p>3. Can observe aerial photos of seaside locations</p> <p>4. Can describe places and routes on a map</p> <p>5. To visit a seaside resort &amp; follow a route on a map</p>
Key Vocabulary All children to know the meaning of these words by the end of the unit		
Climate, thermometer, weather	Africa, compass, Continent, country, culture, direction	Cliff, coast, England, harbour, Man-made, natural, Northern Ireland, Human/physical feature, island, Scotland, tourist, Wales
Enrichment Opportunities Trips / visitors/ WOW moments		
Fieldwork: Measuring the weather	Africa Alive Visit	Seaside trip



Year 2 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p><b>Key Question:</b> What is the geography in my country?</p> <p><b>Locational Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils know the countries of the UK.</li> <li>2. Pupils know the key features of the countries of the UK</li> <li>3. Pupils can name the capital cities of the UK countries</li> </ol> <p><b>Place Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils can compare 2 capital cities – London and Brazil</li> </ol> <p><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know the differences between a 'town' &amp; the 'countryside' &amp; use key words to describe them.</li> <li>2. Pupils know key features of countries of UK</li> </ol> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Can locate the UK using a map.</li> <li>2. Pupils know what a journey line is</li> <li>3. Pupils will know what an 'aerial view' shows.</li> </ol>	<p><b>Key Question:</b> Why is our world so wonderful?</p> <p><b>Locational Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. To name and locate the continents and oceans of the world</li> <li>2. To understand key features of the continents of the world.</li> <li>3. To locate the continent we live in and describe some of the key features.</li> </ol> <p><b>Place Knowledge:</b></p> <p><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>1. To understand how a journey can be made around the world.</li> <li>2. To understand the location of hot and cold countries around the world.</li> </ol> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know what a journey line is</li> <li>2. To observe aerial photos</li> </ol>	<p><b>Key Question:</b> What is our local area like?</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>1. To understand what our local area is like.</li> <li>2. To know different types of housing in the local area.</li> <li>3. To know the types of jobs that people do in our local area.</li> <li>4. To know ways that we can change the local area.</li> </ol> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. To observe what my local area is like</li> <li>2. To describe where things are on a map</li> </ol>
Key Vocabulary		
All children to know the meaning of these words by the end of the unit		
Capital, City, distance, farm, harbour, island, landmark, London, rural, port, South America, transport, travel, valley, village	Africa, Antarctica, Asia, Australia, Continent, equator, Europe, globe, landmark, North/South America, northern and southern hemisphere, ocean/sea, polar, population, tropical	Observe, record. Street map, symbols, key, detached, semi-detached, terrace, flat, bungalow, county
Enrichment Opportunities		
Trips / visitors/ WOW moments		
Trip to London		Walk about town



**YEAR 3 to Year 6**

**Key Stage 2 National Curriculum Objectives**

Pupils will 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 will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils will be taught to:

**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)

**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

**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
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

**Geographical skills and fieldwork**

- 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



Year 3 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p><b>Key Question:</b> What are the key geographical features of the UK?</p> <p><b>Locational Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Know and locate the main rivers and seas of the UK.</li> <li>2. Know and locate some of the counties of the UK</li> <li>3. Name and locate areas of high ground in the UK</li> <li>4. Know ways that London has changed over time.</li> <li>5. Know the importance of the Prime Meridian to London's history</li> <li>6. Know how the UK has changed over time</li> </ol> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Know the eight compass points to describe the location of the countries and cities of the UK.</li> <li>2. Identify rivers and seas using an atlas or map.</li> <li>3. Use a map to locate some of the counties of the UK</li> <li>4. Use a map/atlas to locate areas of high ground in UK</li> </ol>	<p><b>Key Question:</b> What is special about a Rainforest?</p> <p><b>Locational Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Know how to identify areas of the world containing rainforests.</li> <li>2. Know the key aspects of a tropical climate.</li> </ol> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>1. Know the features of the layers of a rainforest</li> <li>2. Know the animals and plants living in the rainforest</li> <li>5. Know how to compare the Amazon rainforest and Thetford Forest.</li> <li>6. Pupils Know the effects humans are having on the rainforests - deforestation</li> </ol> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Use maps and atlases to locate rainforests.</li> <li>2. Observe, measure, record and present the human and physical features of Thetford Forest</li> </ol>	<p><b>Key Question:</b> What is land used for?</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>1. Know how to use simple sketch maps that show how land is used.</li> <li>2. Know the similarities and differences of land use in urban and rural areas in the UK</li> <li>3. Know how land is used for different types of farming.</li> </ol> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Can draw a simple sketch map to show how land is used</li> <li>2. Can use a key on a map to show how land is used</li> </ol>
Key Vocabulary		
All children to know the meaning of these words by the end of the unit		
Atlantic. Compass, county, English Channel, Irish Sea, North Sea, high ground prime meridian, population. Immigration, industry	Amazon, Brazil, Canopy, layers, forest floor, understory	Agriculture, Cartographer. Rural. urban
Enrichment Opportunities		
Trips / visitors/ WOW moments		
	Trip to Thetford Forest	





Year 4 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p><b>Key Question:</b> What is it like in Eastern Europe?</p> <p><b>Locational Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Know the countries of Europe</li> <li>2. Know capital cities of some European countries</li> </ol> <p><b>Place Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know the features of eastern European landscapes and compare with their own</li> <li>2. Compare the climate of eastern European regions with that of my own area.</li> </ol> <p><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>1. Compare the human geography of eastern European regions with that of my own area.</li> <li>2. Present information about one area of eastern Europe.</li> <li>3. Know the impact of the Chernobyl nuclear disaster</li> </ol> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1.</li> </ol>	<p><b>Key Question:</b> What is special about Antarctica?</p> <p><b>Locational Knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Pupils will know the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere</li> <li>2. Pupils know how to identify lines of latitude and longitude</li> <li>3. Know the key features of the polar regions and compare them to the UK</li> <li>4. Pupils will know how to compare the climate of the tropics with the UK climate</li> <li>5. Pupils will know how to explain the position and significance of the Prime Meridian</li> <li>6. Know the position and significance of time zones</li> </ol> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Know how to use longitude and latitude to find places on maps, atlases and globes.</li> </ol>	<p><b>Key Question:</b> What makes a good place to settle?</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>1. Know why settlements develop in certain locations.</li> <li>2. Know how to compare land use in different settlements</li> </ol> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Can use maps to identify settlements built by invaders</li> <li>2. Use maps to identify links between settlements</li> <li>3. Create a map of a settlement</li> </ol>
Key Vocabulary All children to know the meaning of these words by the end of the unit		
Agriculture, arable, climate, continent, landscape, population, precipitation, physical/human geography	Arctic, equator, latitude, longitude, northern and southern hemisphere, polar, prime meridian,	Agriculture, early settlers, industrial, leisure, settlement
Enrichment Opportunities Trips / visitors/ WOW moments		
Mpas, photographs, videos	Maps, photographs, bbc frozen planet clips	West Stow trip , Maps, place name investigations



Year 5 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<p><b>Key Question:</b> What is marvellous about mountains</p> <p><b>Locational Knowledge</b></p> <ol style="list-style-type: none"> <li>1. Locate key mountain ranges of the world</li> <li>2. Locate key areas of higher ground in the UK</li> <li>3. Know the key features of a mountain range.</li> <li>4. Know how different types of mountains are formed</li> </ol> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>1. Describe a mountainous climate</li> <li>2. Know how tourism affects mountain regions</li> </ol> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Use a map to find countries and their key features.</li> <li>2. Use a map to find and describe key features of the mountains.</li> </ol>	<p><b>Key Question:</b> Why is our planet so 'extreme' sometimes?</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>1. Know what is underground</li> <li>2. Know how volcanoes are formed</li> <li>3. Know how volcanoes affect people's lives</li> <li>4. Know what caused earthquakes and how they are measured</li> <li>5. To know what causes tsunamis and how they affect people</li> <li>6. To know what causes tornadoes and how they affect people</li> </ol> <p><b>Skills and fieldwork</b></p>	<p><b>Key Question:</b> Where does our energy come from?</p> <p><b>Locational Knowledge</b></p> <p><b>Place Knowledge</b></p> <p><b>Human and Physical Geography</b></p> <ol style="list-style-type: none"> <li>1. Know what settlers need</li> <li>2. Know how electricity is generated and distributed.</li> <li>3. Know where electricity is generated in the UK.</li> <li>4. Know renewable sources of electricity.</li> <li>5. Know where our food comes from</li> <li>6. Know the importance of conserving food, water and energy supplies</li> <li>7. Know the access to natural resources varies in different countries</li> </ol> <p><b>Skills and fieldwork</b></p> <ol style="list-style-type: none"> <li>1. Use digital maps to calculate food miles</li> </ol>
Key Vocabulary All children to know the meaning of these words by the end of the unit		
Altitude, avalanche, crust, gorge, larva, magma, peak, summit, tectonic plate	cumulonimbus cloud, erupt, fossils, magma, tectonic plates	Conserve, consume, fertile, food miles, import, non/renewable, produced, solar, turbine
Enrichment Opportunities Trips / visitors/ WOW moments		
Maps, videos, photographs	Maps, videos, photographs, what's in the news	Trip to How Hill Maps, videos, photographs, what's in the news



Year 6 Key content knowledge.		
Autumn Term	Spring Term	Summer Term
<b>Key Question:</b> How is our World Changing?  <b>Locational Knowledge</b> 1. Know how water and weather can change the landscape. 2. Know how coastal features are formed 3. Know how the make-up of the United Kingdom has changed over time 4. Know how the international borders of Europe have changed over time 5. Explain how and why landscapes have changed over time 6. Predict how physical factors might change the landscape in the future  <b>Place Knowledge</b>  <b>Human and Physical Geography</b> 1. Identify coastal features of the UK.  <b>Skills and fieldwork</b>	<b>Key Question:</b> What is a river?  <b>Locational Knowledge</b> 1. Locate the key rivers of the UK. 2. locate the key rivers of the world  <b>Place Knowledge</b>  <b>Human and Physical Geography</b> 1. Explain the water cycle. 2. Know the key features of a river system 3. Describe the way rivers are used 4. Explain the impact of damming rivers  <b>Skills and fieldwork</b> 1. Use atlases and maps to identify the key features of a river system. 2	<b>Key Question:</b> What is amazing about the America's?  <b>Locational Knowledge</b> 1. Use geographical terminology to describe the location & characteristics of a range of places across the Americas.  <b>Place Knowledge</b> 1. Know the countries of North and South America 2. Know the capital city of a country in North/South America. 3. Know the names & locations of the ancient/newwonders 4. Describe the characteristics and significance of a natural wonder of the Americas.  <b>Human and Physical Geography</b> 1. Describe the climates and biomes of different regions across the Americas. 2. Know physical and human geographical features of my local area. 3. Identify similarities and differences in the human and physical geography of my local area and a region of North America  <b>Skills and fieldwork</b>
Key Vocabulary		
All children to know the meaning of these words by the end of the unit		
Acidic, border, erosion, deposition, dissolve, weathering	Channel, dam, deposition, discharge Erosion, mouth, source, tidal, tributary, valley	Biomes, climate, continent, equator, fauna/flora, latitude, longitude, weather
Enrichment Opportunities		
Trips / visitors/ WOW moments		
Local coastal erosion news, photographs	Range of sources – photos, maps, videos,	Geographical Photographs, artwork of ancient relics