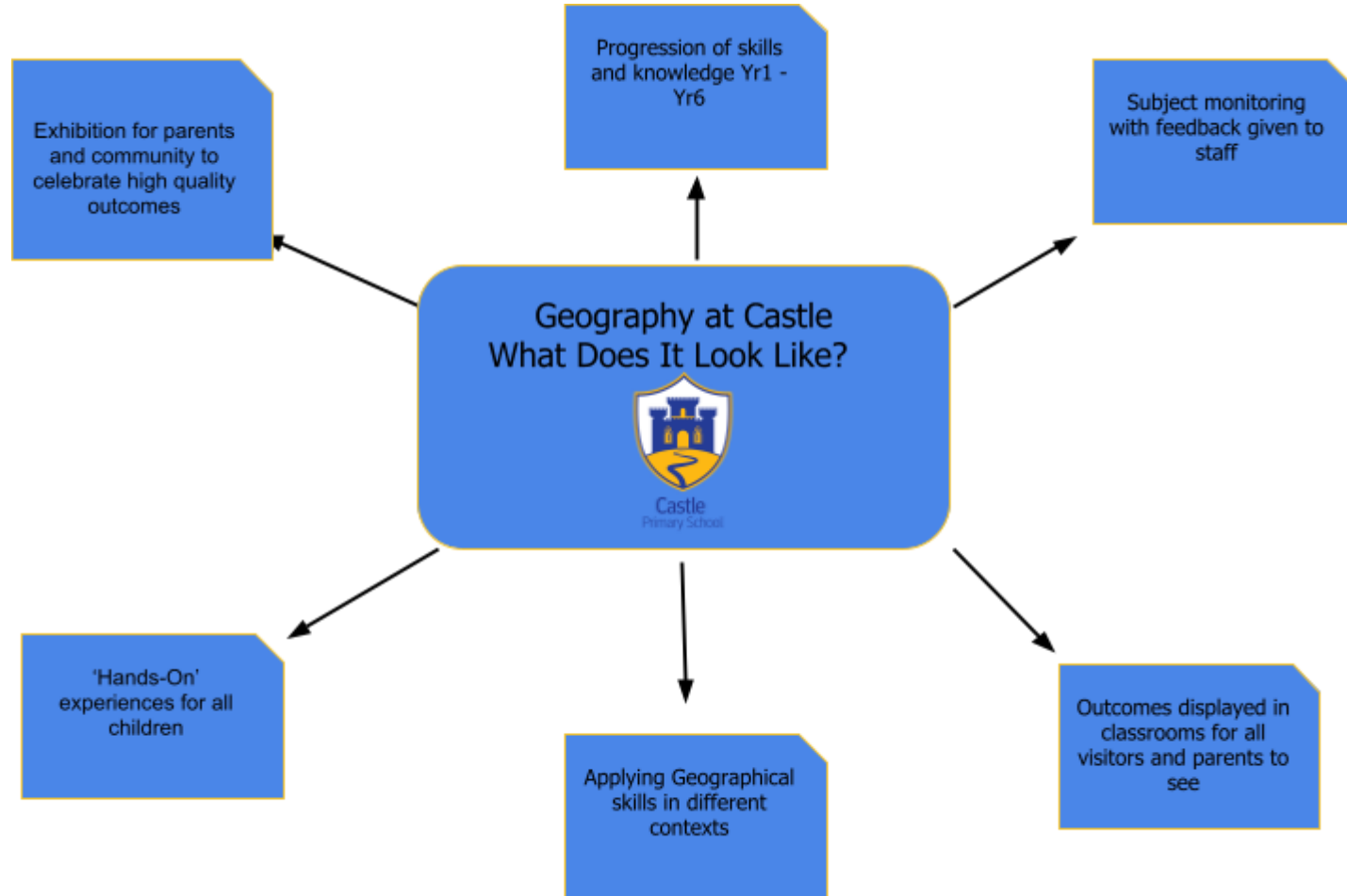


Together We're Stronger at...



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<p>Purpose of study (from the National Curriculum)</p>	<p>A 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 their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. To be able to express and share understanding of the diversity the world has to offer and explain how this is shaped by its human and physical features.</p>
<p>Aims</p>	<ul style="list-style-type: none"> ● 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: <ul style="list-style-type: none"> ○ 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
<p>In KS1:</p>	<p>Pupils should be taught:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> ● To name and locate the world's seven continents and five oceans ● To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> ● To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> ● To 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 ● To 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> ● To 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 ● To 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



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	<ul style="list-style-type: none"> ● To 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 ● To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
<p>In KS2:</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught:</p> <p>Locational knowledge:</p> <ul style="list-style-type: none"> ● locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities ● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time ● identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge:</p> <ul style="list-style-type: none"> ● understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography:</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ● 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 <p>Geographical skills and fieldwork :</p> <ul style="list-style-type: none"> ● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ● use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ● use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



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Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become Geographers ?	What cultural capital do we intend children to learn about and experience? <i>'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</i>	How do we build the key learning values of resilience, independence and empathy through Geography?	What Tier 3 vocabulary will children learn?
<p>Year 1</p>	<p>Location/Place knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United 	<p>Location/place skills:</p> <ul style="list-style-type: none"> Understand how to use atlases and globes accurately to identify locations of countries, continents, oceans and give basic descriptions. Locate the continents of the world on a blank map. Use both maps and globes to identify the coldest places in the world . 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 Plan a simple route of enquiry for the local area using key questions. Observe and record information about the local area e.g. how many shops there are near the school? How many bus stops are there close to the school? Take photos of interesting things in the local area and explain what the photos show. On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to create memory maps to show the journey. 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 	<ul style="list-style-type: none"> Recognise some ways in which the world is diverse. To understand their role in sustainability. 		<p>beach, forest, hill, mountain, sea, ocean, river, soil, valley, , season and weather, town, village, factory, farm, house, office, shop, country</p>



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	<p>Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical Knowledge:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Begin to identify layers on the above map types to give a basic understanding of GIS. To use basic numerical data about places (e.g. raw data from questionnaires or bar charts) Study pictures/videos of two differing localities, one in the UK and one in a contrasting on European country, and ask geographical questions (e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?) <p>Geographical questioning skills:</p> <ul style="list-style-type: none"> Ask and answer questions about places and environments in a near place using basic geographical language. Understand the differences and similarities using basic geographical language to compare with a far place. <p>Geographical observation skills:</p> <ul style="list-style-type: none"> Understand the importance of using observation skills when visiting a place or environment to identify and state key geographical features. Understand why it is important to identify some local landmarks and famous UK geographical features from images. Describe what is good and bad/liked and disliked about a place or environment. <p>Weather skills:</p> <ul style="list-style-type: none"> Understand how to talk about the weather in the UK using some key words. Know how to talk about the weather in areas outside the UK using video or photo evidence to help descriptions. <p>Geographical change and geographical investigation:</p> <ul style="list-style-type: none"> Identify land use around the school and understand why it is there. 			
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Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become Geographers ?	What cultural capital do we intend children to learn about and experience? <i>'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</i>	How do we build the key learning values of resilience, independence and empathy through Geography?	What Tier 3 vocabulary will children learn?
Year 2	<p>Location knowledge:</p> <ul style="list-style-type: none"> Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and 	<p>Location/place skills:</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. To know how to devise a simple map and use basic symbols in a key. Understand why there are different sovereign nations within the UK and identify the location a basic outline map Locate the 4 nations of the U.K. on an outline map and label the capital cities. Make predictions about where the hottest places in the world are? Identify the equator and locate the places on the Equator which are the hottest. Observe and record the features around the school. Record differences in environment on a small scale in different areas of the school. Suggest reasons for differences. Study pictures of the localities in the past and in the present and ask 'How has it changed?' 	<ul style="list-style-type: none"> Recognise many ways in which the world is diverse. To understand their role in sustainability and its importance. 		<p>Vegetation, mountain range, cliff, coast, port, harbour, polar, hot desert, Equator, North Pole, South Pole, channel (area of sea water), nation, sovereign state</p>



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	<p>physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical Knowledge:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Draw pictures to show how places are different and write comparatively to show the difference. Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences <p>Geographical questioning skills:</p> <ul style="list-style-type: none"> Understand why we ask geographical questions about our local area (e.g. where is the warmest part of the school? what kind of houses do most people live in nearby?) <p>Geographical observation skills:</p> <ul style="list-style-type: none"> Understand how to use simple fieldwork and observational skills to recognise how people affect the environment. Describe physical and human features of places Identify some geographical features of a 'far' place. <p>Weather skills:</p> <ul style="list-style-type: none"> Understand how to talk about the weather and patterns of change which occur during the year in the U.K. Know how to talk about the differences in weather in places near to the poles and near to the Equator. <p>Geographical change and geographical investigation:</p> <ul style="list-style-type: none"> Understand how to investigate the local area using a basic enquiry route that has been prepared for them (Locate, question, data collection, data presentation, conclusions). 			
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Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become Geographers ?	What cultural capital do we intend children to learn about and experience? <i>'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</i>	How do we build the key learning values of resilience, independence and empathy through Geography?	What Tier 3 vocabulary will children learn?
Year 3	Location knowledge: <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, 	Location/place skills: <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Locate local counties on a map along with at least 4 others from different parts of the U.K. Locate 5 of the U.K.'s largest cities on a map. Locate at least two countries in Europe using maps and at least two outside Europe. Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest/longest. Using maps, locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the relationships between these and the countries 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. To use longitude and latitude to accurately locate places. Plan an enquiry about the local area focusing on elements of the physical and human environment using key questions. 	<ul style="list-style-type: none"> To begin to show understanding of global geographical diversity and how this affects the lives of the people who live in different parts of the world. To recognise the need to live sustainably and begin to gain knowledge of 		climate zones, temperate, hot desert, tropical, biomes and vegetation belts, tropical rainforest, woodland, rivers, mountains, volcanoes and earthquakes, and the water cycle,



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	<p>countries, and major cities</p> <ul style="list-style-type: none"> 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. <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 	<ul style="list-style-type: none"> Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key. Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording a changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a map with grid references (4figure) and OS style symbols. Use prepared GIS data to answer geographical questions. (E.g. Google Earth) Use several types of data about places and construct basic presentation methods. (e.g. bar charts, line graphs) Study maps, pictures and other sources to identify similarities and differences between a UK region and a European region. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. Identify main trade and economy in the European region and compare to region of the UK. Look at settlements, particularly in relation to the physical geography. Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers <p>Geographical questioning skills:</p> <ul style="list-style-type: none"> Understand how to use skills and sources of evidence to respond to a range of geographical questions (including far place). Compare the geography of a UK region, a region of a European country and a region in N/S America) <p>Geographical observations:</p>	<p>related global issues.</p>		<p>atmosphere, ecosystem, relief, topography, urban, rural. Sustainable, conservation, protection, deforestation, environmental damage, Geographical Information Systems</p>
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	<p>Human and Physical Knowledge:</p> <ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> Understand how to analyse the geographical characteristics that influence the lives and activities of people living in places near and far. Make basic statements about the geography in different places and the direct effect on people who live there. <p>Weather Skills:</p> <ul style="list-style-type: none"> Understand how to make observations about the weather and record changes. To be able to complete a basic weather diary. Analyse basic weather data such as temperature and rainfall and describe conditions in places. 			
Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become Geographers ?	What cultural capital do we intend children to learn about and experience? <i>'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</i>	How do we build the key learning values of resilience, independence and empathy through Geography?	What Tier 3 vocabulary will children learn?
Year 4	<p>Location knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental 	<p>Location/place skills:</p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Study maps to make assumptions about the different areas of Europe e.g. using map keys to identify mountainous areas, urban areas. Know how to use four figure grid references and symbols and a key to communicate knowledge of the United Kingdom and the world. Identify the different hemispheres on a map. Locate and label different countries/continents in the Northern and Southern hemisphere. 	<ul style="list-style-type: none"> To show a wider understanding of global geographical diversity and how this affects the lives of the people who live in different parts of the world. To recognise the need to live 		<p>climate zones, temperate, hot desert, tropical, biomes and vegetation belts, tropical rainforest, woodland, rivers, mountains, volcanoes</p>



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	<p>regions, key physical and human characteristics, countries, and major cities</p> <ul style="list-style-type: none"> 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. <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography 	<ul style="list-style-type: none"> Use and explain the term 'climate zone'. Identify the different climate zones. Ask questions and find out what affects the climate. Use maps to identify different climate zones. Plan an enquiry about the local area, focusing on elements of the physical and human environment using key questions and/or hypotheses. This skill area may need to be spread across the years, the skills in the Year 6 column could be used at different times in smaller investigations and then brought together in Year 6 Looking at photographs, compare and contrast two differing regions e.g. rich/poor, hilly/flat Using photographs, children to make connections between near and far places of study Locate the mountain ranges, rivers and oceans. Consider how the location of these geographical features has shaped life. Refer to UK e.g. London and the Thames/Lake District. Recognise how geographical features are marked on a map and compare with photographs. <p>Geographical questioning skills:</p> <ul style="list-style-type: none"> Know how to ask more in depth geographical questions and how to use them in an investigation. (E.g. why do most people live in this area, why do people live near volcanoes) <p>Geographical observation skills:</p> <ul style="list-style-type: none"> Understand how to describe the ways that people seek to improve and sustain environments and explain some ways this is done. <p>Weather skills:</p>	<p>sustainably and understand current global issues.</p>		<p>and earthquakes, and the water cycle, atmosphere, ecosystem, relief, topography, urban, rural. Sustainable, conservation, protection, deforestation, environmental damage, Geographical Information Systems</p>
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	<p>of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Human and Physical Knowledge:</p> <ul style="list-style-type: none"> Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> Know how to use geographical language to describe changing patterns in the weather in the UK. Understand that weather patterns vary around the world and can say where and when for key near and far places 			
Year Group	What key concepts do we want children to know and remember in this subject?	What key skills do we want children to discover in order to become Geographers ?	What cultural capital do we intend children to learn about and experience? <i>'The best that has been thought and said... to engender an appreciation for human creativity and achievement.'</i>	How do we build the key learning values of resilience, independence and empathy through Geography?	What Tier 3 vocabulary will children learn?
Year 5	<p>Location knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including 	<p>Location/place skills:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Understand how to plan and describe a route using some of the key map skills such as compass direction, map symbols 	<ul style="list-style-type: none"> Understand geographical diversity and <i>begin to</i> understand how physical and human processes can lead to 		climate zones, temperate, hot desert, tropical, biomes and vegetation



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	<p>the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <ul style="list-style-type: none"> 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 <p>Place Knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and 	<ul style="list-style-type: none"> Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest/longest. Understand the term 'biome'. Use knowledge of this term to make suggestions for places in the world which may be biomes. Locate areas they think may be biomes e.g. very green areas could be rainforests, flat pale ones could be deserts etc. Defend reasoning using knowledge of maps. Identify features of specific biomes on maps and using other forms of evidence linked to these maps. Make comparisons of key biomes in terms of location, features and human activity. Develop informed opinions of the human uses of biomes and the impact this has on the environment and people. Use aerial photographs, satellite imagery, plan perspectives and oblique photographs to recognise landmarks and basic human and physical features; devise a map with grid references (4figure) and OS style symbols. To add a scale. Use basic GIS to present findings. Use several types of data and construct more complex presentation methods (e.g. flow line maps) Use maps to locate features of the UK e.g. rivers, mountains, large cities. Using other evidence such as photos and data, explain and defend which are physical and which are human features. Study photographs and maps of different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change? Study maps and pictures of locality over 100 years ago. Compare and contrast photos and maps from today. 	<p>similarities and differences in environments and in the lives of people who live there.</p> <ul style="list-style-type: none"> To recognise the need to live sustainably and <i>begin to suggest ways humans can live sustainably both near and far.</i> 		<p>belts, tropical rainforest, woodland, rivers, mountains, volcanoes and earthquakes, and the water cycle, atmosphere, ecosystem, relief, topography, urban, rural. Sustainable, conservation, protection, deforestation, environmental damage, Geographical Information Systems</p>
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	<p>differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Human and Physical Knowledge:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> Discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs. Explain and present the differences between past and present day. Reflect on the impact trade has on an area and generate ideas for cause and effect. <p>Geographical question skills:</p> <ul style="list-style-type: none"> Understand how to go about answering geographical questions through enquiry/investigation work. Understand that enquiry is likely to lead to further questions being required. <p>Geographical observation skills:</p> <ul style="list-style-type: none"> Understand how to describe and explain the ways that physical and human processes can change the features of places. Explain how people can both improve and damage the environment. <p>Weather skills:</p> <ul style="list-style-type: none"> Understand how to recognise and describe different climate zones. Understand how to compare weather data from near and far places 			
<p>Year Group</p>	<p>What key concepts do we want children to know and remember in this subject?</p>	<p>What key skills do we want children to learn in order to become artists?</p>	<p>What cultural capital do we intend children to learn about and experience in this subject? <i>'The best that has been thought and said... to engender an appreciation</i></p>	<p>How do we build the key learning values of resilience, independence and empathy through Art?</p>	<p>What Tier 3 vocabulary will children learn as part of this learning?</p>



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			<i>for human creativity and achievement.'</i>	
Year 6	<p>Location knowledge:</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and 	<p>Location/place skills:</p> <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Locate local counties on a map along with at least 4 others from different parts of the U.K. Know how to use six figure grid references and Ordnance Survey map symbols to interpret information about the United Kingdom and the world Understand how to add layers of information to maps using GIS software such as Google Earth. Locate 5 of the U.K.'s largest cities on a map. Recall some data (e.g. population size) about one or more. Locate at least four countries in Europe using maps and at least two outside Europe. Locate at least two regions of North or South America. Study maps of the regions in North or South America to identify environmental regions. Compare and contrast these regions. Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains. 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. To use longitude and latitude to accurately locate places. Plan a full geographical enquiry- e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications: Residential: houses, flats, hotels, hostels Retail: food, clothing, footwear, sports, toys, furniture, etc.... Professional/ Commercial: solicitors, banks, building societies, company offices etc....Industrial and Storage: machine tools, engineering, factories, warehouses. Entertainment/ Leisure: 	<p>Understand geographical diversity by describing how physical and human processes can lead to similarities and differences in environments and in the lives of people who live there.</p> <p>To suggest ways in which humans can live sustainably in places near and far, including new and developing technologies.</p>	<p>climate zones, temperate, hot desert, tropical, biomes and vegetation belts, tropical rainforest, woodland, rivers, mountains, volcanoes and earthquakes, and the water cycle, atmosphere, ecosystem, relief, topography, urban, rural. Sustainable, conservation, protection, deforestation, environmental damage, Geographical Information Systems</p>



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	<p>land-use patterns; and understand how some of these aspects have changed over time</p> <p>Place Knowledge:</p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and Physical Knowledge:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<p><i>theatres and cinemas, public houses, restaurants, cafes. Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools. Other: vacant property, car parking, open spaces, development sites. Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed. Undertake a survey of buildings and materials</i></p> <p><i>Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work</i></p> <p><i>Compare shops in the local area with the nearest city centre. Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits.</i></p> <ul style="list-style-type: none"> • Study photographs, aerial photographs and maps of local area pre-war, post war and present day. • Compare maps and aerial photographs. • Make comparisons and reflect on the reasons for the differences. • Study population numbers throughout the course of WWII and reflect on the reasons for changes. • Study pictures of land use during these three periods. • Draw conclusions and develop informed reasons for the changes. • Study one key building in the locality during the three periods (e.g. hospital) and reflect on the changes. <p>Geographical question skills:</p> <ul style="list-style-type: none"> • Understand how to use knowledge and understanding to suggest relevant geographical questions specific to particular, key environments. • Compare key regions around the world using research to justify findings. <p>Geographical observation skills:</p> <ul style="list-style-type: none"> • Understand how to explain geographical interactions between humans and the environment and begin to discuss the consequences. 			
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		<ul style="list-style-type: none">• Identify personal bias in primary observations and explain to what degree both primary and secondary evidence can be. <p>Weather skills:</p> <ul style="list-style-type: none">• Know how to explain how the UK's location influences the weather patterns across the country.• Understand how to show an awareness of the link between climate zones, biomes and vegetation belts			
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