



Geography at Wolsingham Primary School



Year 1			
	Unit 1	Unit 3	Unit 5
Title	Where in the World? UK / British Isles* Including capital cities	Rain or Shine? A study of seasonal and daily weather patterns in the UK.	Our School A fieldwork Study of the school and its grounds and the key human and physical features of surrounding environment.
Statutory focus / knowledge and skills	<p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p>	<p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, and village, coastal or rural area.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p>Identify land use around the school.</p>
Year 2			
	Unit 1	Unit 3	Unit 5
Title	Where in the World? The Continents* Including oceans and seas	Poles Apart A study and contrast of the North and South Pole including human and physical characteristics and historical expeditions.	Where shall we go? Comparing places and geographical features. Contrast an area of the UK and an area of a non-European country.

Statutory focus / knowledge and skills	Name and locate the world's continents and oceans. Use world maps, atlases and globes to identify the countries, continents and oceans studied.	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). 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 aerial images and plan perspectives to recognize landmarks and basic physical features. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Use basic geographical vocabulary to refer to: • Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Key human features, including: city, town, village, factory, farm, house, office and shop.	Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. 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, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • Key human features, including: city, town, village, factory, farm, house, office and shop.
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Year 3

	Unit 1	Unit 3	Unit 5
Title	Where in the World? Europe* Including locational knowledge e.g. capital cities, tropics, hemispheres etc.	Shakes and Eruptions A study of volcanoes and earthquakes including their formation, location, threats and effects.	Durham – Who is in Durham and why? A fieldwork Study of Durham and the key human and physical features of surrounding environment.
Statutory focus / knowledge and skills	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of	Describe key aspects of: physical geography , including: volcanoes and earthquakes. Human geography , including:	Ask and answer geographical questions about the physical and human characteristics of a location. Use fieldwork to observe and record the

	<p>the characteristics of these geographical areas.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>settlements and land use.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> <p>Describe geographical similarities and differences between countries.</p>	<p>human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Describe key aspects of: physical geography, including: rivers and mountains</p> <p>Human geography, including: settlements and land use.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom.</p> <p>Describe how the locality of the school has changed over time.</p>
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Year 4

	Unit 1	Unit 3	Unit 5
Title	<p style="text-align: center;">Where in the World? Africa*</p> <p>Including locational knowledge e.g. capital cities, tropics, hemispheres etc.</p>	<p style="text-align: center;">The Power of Water</p> <p>A study of rivers including their formation, location, threats and effects.</p>	<p style="text-align: center;">The River Wear</p> <p>A fieldwork Study of the River Wear and the key human and physical features of surrounding environment.</p>
Statutory focus / knowledge and skills	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Name and locate the countries of Africa and identify their main physical and human</p>	<p>Describe key aspects of physical geography, including: rivers and mountains and human geography, including settlements and land use.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Ask and answer geographical questions</p>	<p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p>

	<p>characteristics.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p>	<p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Describe key aspects of: physical geography, including: rivers and mountains</p> <p>Human geography, including: settlements and land use.</p>
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Year 5

	Unit 1	Unit 3	Unit 5
Title	<p style="text-align: center;">Where in the World? The Americas*</p> <p>Including locational knowledge e.g. capital cities, topics, hemispheres etc.</p>	<p style="text-align: center;">Humans and Our Earth: An Ongoing Adventure or a Tragedy?</p> <p>A study into the causes, effects and implications of global warming including rainforests.</p>	<p style="text-align: center;">Sao Paulo! What do places have in common?</p> <p>Comparing a region in South America with a region in the UK. Focus on human and physical features, village/city/lifestyle.</p>
Statutory focus / knowledge and skills	<p>Name and locate countries and cities of the Americas and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Describe and understand key aspects of:</p> <p>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle.</p> <p>human geography, including: settlements, land use, economic activity including trade</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p>

	give detailed descriptions and opinions of the characteristic features of a location.	links, and the distribution of natural resources including energy, food, minerals, and water supplies. Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	Begin to use atlases to find out other information (e.g. temperature). Find and recognise places on maps of different scales. Select a map for a specific purpose.
Year 6			
	Unit 1	Unit 3	Unit 5
Title	Where in the World? <i>Asia/ Oceania*</i> Including locational knowledge e.g. capital cities, tropics, hemispheres etc.	A Natural Disaster or a Wake Up Call? A study and comparison of natural disasters in recent years.	Weardale A fieldwork Study of Weardale and the key human and physical features of surrounding environment including changes over time.
Statutory focus / knowledge and skills	<p>Name and locate the countries of Asia and Oceania and identify their main physical and human characteristics.</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p>	<p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> <p>Describe how countries and geographical regions are interconnected and interdependent.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p>	<p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</p>

