

Gaddesby Primary School Curriculum





EYES Year 1 and 2 Year 3 and 4 Year 5 and 6 Geography skills and fieldwork Geography skills and fieldwork gage in non-fiction books (C&L) Ask simple geographical questions e.g. What is it like to live in this place Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? How is it changing ? What do you think about that? What do you think it might be like if...continues? lerstand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle aw on information from a simple map (UTW, links to story maps Literacy, EAD) Use simple observational skills to study the geography of the school and its grounds nalyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ulation, temperatures etc. plore the natural world around us, using Forest School as as means of in-school exploration (UTW Use simple maps of the local area e.g. large scale, pictorial etc. ommunicate findings in ways appropriate to the task or for the audience 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 his/her 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 veloping an understanding of how technology can help us find out information (UTW) Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes nderstand and use a widening range of geographical terms e.g. specific topic vocabulary - meander, floodplain, cation, industry, transport, settlement, water cycle etc. ange of methods, including sketch maps, plans and graphs, and digital technologies Ise basic geographical vocabulary such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, lake simple maps and plans e.g. pictorial place in a story Understand and use a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land use, ustainability, tributary, trade links etc ffice Ise maps, charts etc. to support decision making about the location of places e.g. new bypass se world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents Make more detailed fieldwork sketches/diagrams nd oceans studied at this key stage Jse simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; Use and interpret maps, globes, atlases and digital / computer mapping to locate countries and key features eft and right, to describe the location of features and routes on a map Is the market of the second of Use four figure grid references 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 Make plans and maps using symbols and keys Aeasure straight line distances using the appropriate scale Draw accurate maps with more complex keys Locational Knowledge Locational Knowledge Locational Knowledge Locational Knowledge ognise the different environments around us that are different to the ones where we live (UTW) me and locate the world's seven continents and five oceans lentify where counties are within the UK and the key topograph entify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night Understand how some places are linked to other places e.g. roads, trains mediate environment using their knowledge and experiences (UTW) ame and locate the cities of the UK Recognise the different shapes of countries Name, locate and identify characteristics of the four countries and capital cities of the United King Recognise the different shapes of continents and name them. Identify the physical characteristics and key topographical features of the countries within North America urage parents to help their child learn their address (999 focus) (C&L) me, locate and identify characteristics of the seas surrounding the United Kingo emonstrate knowledge of features about places around him/her and beyond the UK Know about the wider context of places e.g. county, region and country dentify where countries are within Europe; including Russia Know and describe where a variety of places are in relation to physical and human features ise that people have differing quality of life living in different locations and environment Know location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas and the largest cities in each continent now how the locality is set within a wider geographical context eg. Bath and hot springs 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 ecognise the similarities and differences between Great Britain, the Uk and the British Isles 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 tterns; and understand how some of these aspects have changed over time dentify 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 zone cluding day and night) Human and physical geography Human and physical geography Human and physical geography Human and physical geography lentify physical and human features of the locality including volcanoe onal changes (UTW) scribe seasonal weather changes Inderstand about weather patterns around the world and relate these to climate zones entify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in xplain about weather conditions / patterns around the UK and parts of Europ Know how rivers erode, transport and deposit materials lation to the Equator and the North and South Poles se basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mo cribe human features of UK regions, cities and /or counties eg. York, Bath, Chester Know about the physical features of coasts and begin to understand erosion and deposition ea, ocean, river, soil, valley, vegetation, season and weather Ise basic geographical vocabulary to refer to key human feat and the effect of landscape features on the development of a locality - Skara Bra derstand how humans affect the environment over time ures, including: city, town, village, factory, farm, I Use basic geographical voca ffice, port, harbour and shop escribe how people have been affected by changes in the environment eg. indigenous Australians Know about changes to world environments over time Explain about key natural resources e.g. water in the locality (the Nile) Understand why people seek to manage and sustain their environment ribe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts rivers, mountains, volcanoes and earthquakes, and the water cycle Describe and understand key aspects of 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 Recognise that different people hold different views about an issue and begin to understand some of the reasor escribe and understand key aspects of Rainforest systems and the impact of human activity escribe how people have been affected by changes in the environment. Place knowledge Place knowledge Place knowledg Place knowledge Ik about differing homes with a link to traditional tales (L) Compare the physical and human features of a region of the UK and a region in North America, identifying Name, describe and compare familiar places ecognise there are similarities and differences between places including varying conditions within Australia nilarities and differences Link their homes with other places in their local community Understand geographical similarities and differences through the study of human and physical geography of a evelop an awareness of how places relate to each other egion of the United Kingdom, a region in a European country, and a region within North or South America now about some present changes that are happening in the local environment e.g. at school Know about the wider context of places - region, country Suggest ideas for improving the school environment Understand geographical similarities and differences through studying the human and physical geography of a small area Understand why there are similarities and differences between places Locate key Rainforests from across the world and know about their importance f the United Kingdom, and of a small area in a contrasting non-Eu