

Geography overview

At Meriden CE Primary School, we believe that Geography helps to provoke and provide answers to questions about the natural and human aspects of the world. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. The geography curriculum at Meriden enables children to develop knowledge and skills that are transferable to other curriculum areas and can be used to promote their spiritual, moral, social and cultural development. Geography is, by nature, an investigative subject, which develops and understanding of concepts, knowledge and skills.

Here is a link to the National Curriculum for Geography:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>



Key Stage One:








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





Key Stage Two:

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.

Overview of Geography Topics at Meriden CE Primary School

<p>Year 1</p>	<p>Topic- Antarctica</p> 	<p>Name and locate the world's 7 continents and 5 oceans.</p> <p>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>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 – Meriden Village and the Antarctica.</p>	<p>Topic- Meriden Village</p> 	<p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p> <p>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.</p> <p>Use simple fieldwork and observational skills to the study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p>		
<p>Year 2</p>	<p>Topic- London</p>	<p>Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas.</p>	<p>Topic- Pirates of the Caribbean</p>	<p>Understand geographical similarities and differences through studying the human and physical</p>	<p>Topic- Blue Planet II</p>	<p>Use basic geographical language to refer to:</p> <p>Key physical features: beach, cliff, coast, forest hill, mountain,</p>

		Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.		geography of a small area of the UK and of a small area of a contrasting non-European country – Meriden and a Caribbean island.		sea, ocean, river, soil, valley, vegetation, season and weather. Key human features: city, town, village, factory, farm, house, office, port, harbour and shop.
Year 3	Topic- The United Kingdom in the World 	<p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Compare a region of the UK with a region in Europe E.g local hilly area with a flat one or under sea level. Link with Science, rocks.</p>	Topic – Rivers and Mountains 	<p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with UK.</p> <p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration.</p>		
Year 4	Topic- Africa 	<p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region of Africa.</p>	Topic- Planet Earth 	<p>Describe and understand key aspects of: Physical geography including Rivers and the water cycle, excluding transpiration.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p>		

<p>Year 5</p>	<p>Topic- Ancient Greece</p>  <p>Topic – Earth and Space</p> 	<p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p>	<p>Topic – The Vikings</p> 	<p>Locate and name the main counties and cities in England.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p>	<p>Topic- Rainforests</p> 	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link UK and Brazil/Rainforest country.</p> <p>Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest).</p>
<p>Year 6</p>	<p>Topic- Behind the Bombs</p> 	<p>Linking with local History, map how land use has changed in local area over time.</p> <p>Use fieldwork to observe, measure 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>Topic- Natural Disasters</p> 	<p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>		

Progression of Knowledge and Skills in Geography at Meriden CE Primary School

	Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
Year 1	<p>Name and locate the world's seven continents and five oceans.</p> <p>Learn the names of some places within and around the UK.</p> <p>Use simple world maps for ocean names and continent names.</p>	<p>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 – Meriden Village and the Antarctica.</p> <p>Teacher led enquiries, ask and respond to simple closed questions.</p> <p>Use information books/pictures as sources of information.</p> <p>Investigate their own surroundings.</p> <p>Make observations about where things are e.g within school or local area.</p>	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Teacher to ask questions related to warm and sunny/dark and cold. Link to seasons.</p> <p>Investigate cold areas on a globe and on a world map – North and South Pole. Identify hot places near to the Equator, such as Africa, South America.</p>	<p>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.</p> <p>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> <p>Use a simple picture map to move around the school and recognise it is about a place.</p> <p>Draw around objects to make a plan.</p> <p>Use a globe to find land and sea.</p>
Year 2	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p> <p>Locate and name on a UK map major features.</p> <p>Label Meriden, London and other capital cities on a UK map.</p>	<p>Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this Key Stage.</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area of a contrasting non-European country – Meriden and Caribbean Island.</p> <p>Children to ask simple geographical questions such as Where is it? What is it like there?</p> <p>Use books, stories, maps, pictures, photos and the internet as sources of information.</p> <p>Investigate their surroundings and make accurate observations about why things happen.</p> <p>Make simple comparisons between features of different places.</p>	<p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather.</p> <p>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Recognise what physical features may have more people living close, or less people living close. E.g cities compared with countryside.</p>	<p>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.</p> <p>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.</p> <p>Use symbols to make a simple key.</p> <p>Devise, construct and use a simple map. Follow a route on a map.</p> <p>Use and make a plan view.</p> <p>Begin to spatially use large scale OS maps.</p>
Year 3	<p>Locate and name the continents on a World Map.</p> <p>Locate the main countries of Europe inc. Russia. Identify capital cities of Europe.</p>	<p>Compare a region of the UK with a region in Europe E.g local hilly area with a flat one or under sea level. Link with Science, rocks.</p> <p>Understand geographical similarities and differences through the study of human and</p>	<p>Types of settlements in Early Britain linked to History. Why did early people choose to settle here?</p> <p>A brief introduction to Volcanoes and earthquakes linking to Science: rock types.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn the points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols and key</p>

	<p>Locate and name the countries making up the British Isles, with their capital cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Identify longest rivers in the world, largest deserts, highest mountains. Compare with what is in the UK.</p> <p>Locate places on larger scale maps.</p> <p>Follow a route on a map with some accuracy (orienteering).</p> <p>Use large scale OS maps with some confidence.</p> <p>Begin to use map sites on the internet.</p>	<p>physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Meriden village with a region of France, and a region of North America.</p> <p>Begin to ask/initiate geographical questions. Use books, stories, atlases, pictures/photos and the internet as sources of information with increasing confidence.</p> <p>Investigate places and themes at more than one scale.</p> <p>Begin to collect and record evidence aided.</p> <p>Analyse evidence and draw conclusions e.g make comparisons between two locations using photos/pictures, temperatures in different locations.</p>	<p>Describe and understand key aspects of: Physical geography including Rivers, Coasts and the water cycle.</p> <p>Recognise reasons why early British settlements were founded on UK land.</p> <p>Observe how evaporation and rain affect rivers and other physical features.</p>	<p>(including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help.</p> <p>Use everyday standard and non standard units occasionally.</p> <p>Count up to 100 e.g for a traffic survey they cross number on a hundred square for each vehicle.</p> <p>Begin to organise recordings.</p> <p>Use 4 compass points to follow/give directions. Use letter and number co-ordinates to locate features on a map. Make a map of a short route they have experienced, with the features in the correct order.</p> <p>Make a simple scale drawing and know why a key is needed.</p> <p>Use standard symbols.</p> <p>Begin to match boundaries.</p> <p>Begin to draw a sketch map from a high view point.</p> <p>Begin to identify points on maps A, B and C.</p>
Year 4	<p>On a world map, locate areas of similar environmental regions: either desert, rainforest or temperate regions.</p> <p>Locate and name the main counties and cities in/around the West Midlands.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn – link to learning on Africa.</p> <p>Locate places on a larger scale map.</p> <p>Use OS maps and map sites on the internet.</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region of Africa. Link learning naming the main counties and cities in the West Midlands to learning naming some of the main areas and cities of South Africa.</p> <p>Ask and respond to questions and offer their own ideas.</p> <p>Extend to satellite images and aerial photographs.</p> <p>Investigate places and themes at more than one place.</p> <p>Collect and record evidence with some aid.</p> <p>Analyse evidence and draw conclusions e.g make comparisons between locations using photos/pictures/ maps.</p>	<p>Human geography including trade links in the Pre-roman and Roman era.</p> <p>Compare types of settlements, land use and economic activity including trade links in Roman and Saxon Britain to Modern Britain: villages, towns, cities.</p> <p>Human geography including trade between UK and Europe and Africa. Focus on fair/unfair distribution of resources including energy, food, minerals and water.</p> <p>Make more detailed conclusions on different types of early settlement in Britain.</p> <p>Observe and comment on trade links in Roman and Saxon Britain.</p> <p>Comment on fair/iunfair distribution of resources.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass: four-figure grid references.</p> <p>Use fieldwork to observe, measure and record the human and physical features.</p> <p>Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p>Annotate sketches with descriptive and explanatory labels.</p> <p>Add title, location and direction to sketch.</p> <p>Use easy to read instruments e.g rain gauge or metre tape.</p>

				Count and record different types at the same time using a tally e.g counting types of shops. Organise results in a spreadsheet.
Year 5	<p>Locate the main countries in Europe including Russia, and North and South America. Locate and name principal cities.</p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day.</p> <p>Use medium scale land ranger OS maps.</p> <p>Find and recognise places on maps of different scales.</p> <p>Select a map for a specific purpose.</p> <p>Begin to use atlases to find out about other features of places.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. E.g. Link UK with Brazil - Rainforest country.</p> <p>Begin to suggest questions for investigating.</p> <p>Begin to use primary and secondary sources of evidence in investigations.</p> <p>Investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>Collect and record evidence unaided. Analyse evidence and draw conclusions e.g compare historical maps of varying scales like temperature of a range of locations – influence on people and everyday life.</p>	<p>Describe and understand key aspects of : Physical geography including climate zones, biomes and vegetation belts (link to work on Rainforests).</p> <p>Children to describe climate zones and biomes with a degree of accuracy.</p> <p>Comment accurately on settlements and human activity around Rainforests.</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure 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>Evaluate their sketch against criteria and improve it.</p> <p>Use sketches as evidence in an investigation.</p> <p>Select and use a range of measuring instruments in investigations.</p> <p>Design own census, pilot, with help, and evaluate it.</p> <p>Begin to use 4 figure co-ordinates to locate features on a map.</p> <p>Begin to draw a variety of thematic maps based on their own data.</p> <p>Draw a sketch map using symbols and a key.</p> <p>Use and recognise OS map symbols.</p> <p>Compare maps with aerial photographs.</p> <p>Measure straight line distance on a plan.</p> <p>Draw a plan view map with some accuracy.</p> <p>Identify significant places and environments.</p>
Year 6	<p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p>	<p>Compare a region in UK with a region in N. or S. America with significant differences and similarities. Understand some of the reasons for similarities and differences. Link UK to Mexico.</p> <p>Suggest questions for investigation confidently.</p>	<p>Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy.</p>	<p>Use maps, atlases, globes and digital/computer mapping mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p>

	<p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p> <p>Use 8 compass points confidently and accurately.</p> <p>Use 4 figure co-ordinates confidently.</p> <p>Begin to use 6 figure grid refs, use latitude and longitude on atlases and maps.</p> <p>Locate places on a world map.</p> <p>Use atlases to find out about other features of places.</p>	<p>Use primary and secondary sources of evidence in investigations with increasing accuracy.</p> <p>Investigate places with more emphasis on the larger scale, contrasting and distant places.</p> <p>Collect and record evidence unaided.</p> <p>Analyse evidence and draw conclusions from it e.g from field work data on land use comparing land use and temperature, look at patterns and explain reasons behind it.</p>	<p>Accurately describe key physical aspects of some natural disasters, discussing plate tectonics and scientific facts.</p> <p>Comment on the use and availability of natural resources.</p>	<p>Use fieldwork to observe, measure 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>Select field sketching from a range of techniques for an investigation.</p> <p>Evaluate the quality of the evidence collected or analysed.</p> <p>Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Select and use a range of measuring instruments in investigations.</p> <p>Design own census with increasing confidence and accuracy, evaluating it effectively.</p> <p>Draw a variety of thematic maps based on own data.</p> <p>Begin to draw plans of increasing complexity.</p> <p>Use and recognise OS map symbols.</p> <p>Use atlas symbols confidently.</p> <p>Follow a short route on an OS map. Describe features shown on an OS map.</p> <p>Use a scale to measure distance.</p> <p>Draw and use maps and plans at a range of scales.</p> <p>Confidently identify significant places and environments.</p> <p>Begin to identify places and environments on maps.</p>
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