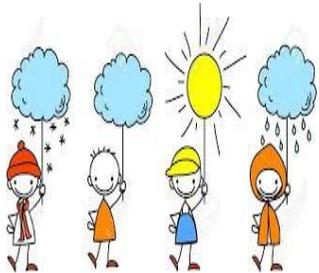


Beaconhill Primary Geography Overview

A geographer at Beaconhill Primary School should have:

- A secure knowledge of where places are and what they are like.
- A good understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive geographical knowledge and vocabulary.
- Fluency in geographical enquiry and the ability to apply questioning skills and use analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Well developed fieldwork and other geographical skills and techniques.
- A passion for the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.





Geography Curriculum Map

This curriculum map ensures that skills, knowledge and understanding are developed systematically across a subject.

Nursery	Mathematics <ul style="list-style-type: none">• Understand position through words alone• Describe a familiar route• Discuss routes and locations, using words like 'in front of' and 'behind'	Understanding the World <ul style="list-style-type: none">• Use all their senses in hands-on exploration of natural materials• Begin to understand the need to respect and care for the natural environment and all living things• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos
Reception	Understanding the World <ul style="list-style-type: none">• Draw information from a simple map• Recognise some similarities and difference between this country and life in another country• Explore the natural world around them• Recognise some environments that are different to the one in which they live	ELG Understanding the World People, Culture and Communities <ul style="list-style-type: none">• 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 <ul style="list-style-type: none">• 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, including the seasons

	Autumn term	Spring term	Summer term
Year 1	<p>The Weather - Human and physical geography (link to seasonal changes in science)</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>Geographical vocabulary</p> <ul style="list-style-type: none"> 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 Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 		
		<p>Contrasting localities</p> <ul style="list-style-type: none"> Develop knowledge about the world 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 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 Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic 	<p>Geographical skills and field work</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 Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]

		<p>symbols in a key</p> <ul style="list-style-type: none"> • 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>Year 2</p>	<p>Human and physical geography</p> <ul style="list-style-type: none"> • 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>UK and Knowledge of the World Continents, Oceans & the UK Locational 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>Geographical skills and fieldwork</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 • Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and 	<p>Geographical skills and fieldwork Our school & beach</p> <ul style="list-style-type: none"> • 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

		<p>right], to describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • 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>physical features of its surrounding environment.</p>
<p>Year 3</p>	<p>Cities and Counties of The United Kingdom</p> <ul style="list-style-type: none"> • To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics • To use the eight points of a compass to build their knowledge of the United Kingdom • To understand geographical similarities and differences through the studies of human and physical geography of regions of the United Kingdom • To use maps, atlases, globes and digital/computer mapping to locate cities and counties and describe features studied 		<p>European Countries with a focus on France</p> <ul style="list-style-type: none"> • To locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics and major cities • To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • To understand geographical similarities and differences through the study of human and physical geography of a region in a European country (France)



Year 4		Regions of the UK, Scotland <ul style="list-style-type: none">•Name and locate the countries in Europe•Name and locate cities in Scotland and identify 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	

		<p>and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</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 (Scotland, focusing on Edinburgh)• Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including energy and food (Focus on Scotland and the oil industry, tourism, golf and traditional Scottish food products, such as haggis, shortbread and salmon)• Use maps, atlases, globes and digital/computer mapping to locate and describe features studied• Use the eight points of a compass symbols, and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world• Use co-ordinates in the study of Edinburgh City Centre.• Field work – questionnaire given to people in Whitley Bay with a focus on tourism	
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<p>Year 5</p>	<p>Topographical Features – Kielder</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 • 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>Volcanoes and Earthquakes – Iceland</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 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 • 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, 	<p>Cramlington Now and Then: Local Area and Traffic</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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		food, minerals and water	
<p>Year 6</p>	<p>Coastal features and coastal erosion</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 •Describe and understand key aspects of: <ul style="list-style-type: none"> •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 •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 	<p>Brazil – The Amazon River</p> <ul style="list-style-type: none"> •Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on environmental regions, key physical and human characteristics, countries, and major cities •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 •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 •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, 	

		<p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</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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Geographical Skills and Fieldwork Progression Map

Skills	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.		Children begin to develop their map skills. They will be able to identify features on a map using symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.		Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.	
Mapping Identification and location	Can use world maps, atlases and globes to identify the UK and its countries, as well as identify the countries, continents and oceans studied at this key stage Can use aerial photographs.	Can use world maps, atlases and globes to identify the UK and its countries, as well as identify the countries, continents and oceans studied at this key stage. Can use aerial photographs.	Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
Mapping Drawing, keys and symbols	Can devise a simple map and use and construct basic symbols in a key.	Can devise a simple map and use and construct basic symbols in a key.	Can use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.	Can use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world.		
Mapping Directions and compass work	Can use simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe the location of features	Can use simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe the location of features	Can use the eight points of a compass	Can use the eight points of a compass Can use simple co-ordinates to identify areas on a street map	Can 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	Can 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



	and routes on a map.	and routes on a map.			the wider world.	the wider world.
Observation and Field Work	Can use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods	Can use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods	Can 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.	Can 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.	Can 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.	Can 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.

Vocabulary	Use basic vocabulary: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, atlas, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, equator, city, town, village, factory, farm, house, office, port, harbour and shop physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Use basic vocabulary: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, atlas, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, equator, city, town, village, factory, farm, house, office, port, harbour and shop physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather	Use key vocabulary: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, grid reference, coordinates, fieldwork, borders, measure, observe	Use key vocabulary: 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) sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	Use key vocabulary: climate zones, biomes and vegetation belts, rivers, topographical, graphs, volcanoes and earthquakes, and the water cycle.	Use key vocabulary: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, erosion, deposition, headland, cave arch stump, estuary, meander, delta, tributary, source, mouth and the water cycle
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