

NEWHAM BRIDGE PRIMARY SCHOOL  
FOUNDATION SUBJECTS  
CURRICULUM AND ASSESSMENT  
DOCUMENT



GEOGRAPHY



## Y1 Geography Curriculum

### Vocabulary

Locational language: hills, beach, forest, town, country, address, home, school,  
Positional language: near, far, close, next to, above, below,  
Weather: cold, hot, sunny, rainy, snow  
Map: continent, ocean, United Kingdom, Scotland, England, Wales, Northern Ireland

### Skills

- Make observations from memory e.g journey to school
- Draw simple maps and sketches
- Explore a simple map
- Locate the UK on a world map and identify its four countries
- Locate North East England on a map of the UK
- Identify seasonal weather patterns in the UK
- Identify features of their own local environment
- Ask questions such as 'What is it like here?', 'How is it different?'

### Knowledge and Understanding

- Know that there are different types of dwellings
- Know their own address
- Know the difference between a country and a region
- Know the names of continents and oceans
- Understand the differences between hot and cold countries



## Y1 Geography A.R.E

### A Y1 geographer can....

- use geographical language to identify local and global features
- use locational vocabulary to describe positions
- locate the UK on a world map/globe and label its four countries
- locate the region they live in on a UK map
- talk about significant features of their local area
- explain how the weather changes with the seasons
- recite their own address
- explain the differences between hot and cold countries



## Y2 Geography Curriculum

<b>Vocabulary</b>	<p><u>Locational language:</u> coastal, mountain, river, valley, town, city, countryside, landmark, environment, man-made, natural</p> <p><u>Weather:</u> temperature, thermometer</p> <p><u>Map:</u> continent, ocean, United Kingdom, Scotland, England, Wales, Northern Ireland, North, South, East, West, Equator, poles, key, compass,</p>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Explain the difference between man-made and natural features of an area</li> <li>• Identify landmarks and features from photographs and maps, giving their views and opinions</li> <li>• Generate answers to simple geographical questions</li> <li>• Make simple maps using a key</li> <li>• Compare an area of the UK to a non-European country identifying differences and similarities in man-made and natural features</li> <li>• Explain seasonal and daily weather patterns</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Understand the difference between town and countryside</li> <li>• Know the four countries of the UK and locate their capital cities</li> <li>• Locate the UK on a world map and identify its surrounding seas</li> <li>• Know where the Equator and poles are on a globe and how this relates to hot/cold countries</li> </ul>



## Y2 Geography A.R.E

### A Y2 geographer can....

- use more advanced geographical language to identify local and global features
- identify places on simple maps, describing their position using compass directions
- locate the capital cities of the UK and name the surrounding seas
- identify the Equator and poles on a globe/map and explain how they link to hot/cold countries
- explain the difference between man-made and natural features of an area
- make simple maps using a key and describe relative locations using compass directions
- explain the seasonal and daily weather patterns within the UK
- list similarities and differences in features between an area of the UK and a non-European country



## Y3 Geography Curriculum

<b>Vocabulary</b>	Compass directions - including 8 points hemisphere, keys, volcano, earthquakes, tectonic plates, atlas, human and physical features
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use symbols and keys to locate features on a map (including OS maps)</li> <li>• Begin to use an atlas using indices and grid references for locating</li> <li>• Locate the nine regions of England</li> <li>• Locate some of the world's volcanoes</li> <li>• Identify the Equator, poles and hemispheres on a globe or world map</li> <li>• Identify different countries in each hemisphere and their capital city</li> <li>• Use fieldwork to observe and record features of the local area (e.g. sketches, maps, graphs, plans)</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Name the nine regions of England (including the position of Middlesbrough)</li> <li>• Understand how plate tectonics lead to the formation of volcanoes and the creation of earthquakes</li> <li>• Name some of the world volcanoes</li> <li>• Understand that the Earth is split into a northern and southern hemisphere</li> <li>• Gain an awareness of digital mapping</li> <li>• Begin to understand the water cycle</li> </ul>



## Y3 Geography A.R.E

<b>A Y3 geographer can....</b>	
	<ul style="list-style-type: none"> <li>• describe positions using compass points</li> </ul>
	<ul style="list-style-type: none"> <li>• identify Equator, poles and hemispheres on globes/world maps</li> </ul>
	<ul style="list-style-type: none"> <li>• identify and locate countries from each hemisphere and their capital cities</li> </ul>
	<ul style="list-style-type: none"> <li>• explain how volcanoes are formed</li> </ul>
	<ul style="list-style-type: none"> <li>• Name some of the UK's major rivers</li> </ul>
	<ul style="list-style-type: none"> <li>• understand how the structure of the Earth causes earthquakes</li> </ul>
	<ul style="list-style-type: none"> <li>• use symbols and keys to identify features on maps (including OS maps)</li> </ul>
	<ul style="list-style-type: none"> <li>• can identify that England is divided into nine regions and name some of them</li> </ul>
	<ul style="list-style-type: none"> <li>• use fieldwork to observe and record features of the local area (e.g. sketches, maps, graphs, plans)</li> </ul>



## Y4 Geography Curriculum

### Vocabulary

Compass directions - including 8 points  
hemisphere, equator, keys, atlas, human and physical features, continent, Arctic, Antarctic, climate, ordnance survey (OS)

### Skills

- Locate the Equator, poles (including Arctic and Antarctic circles) and the Northern and Southern Hemispheres
- Explore a global issue (link to Global Learning and global goals)
- Locate countries in North and South America including their capital cities
- Investigate changes to land over time
- Confidently use an atlas, including indices, grid reference and symbols, to locate places on an OS map
- Describe locations using 8 points on a compass
- Use fieldwork to observe and record features of the local area (e.g. sketches, maps, graphs, plans)
- Compare and contrast human and physical features between a region of the UK and America

### Knowledge and Understanding

- Know and locate the world's 7 continents and 5 oceans
- Name and locate the nine regions of England (including the position of Middlesbrough)
- Understand different ways land can be used (farming, National Parks, Industry, settlements etc.)
- Understand and explain different types of settlements
- Understand how distance from the Equator affects climate



## Y4 Geography A.R.E

### A Y4 geographer can....

- describe positions using 8 compass points
- identify Equator, poles, hemispheres and Arctic and Antarctic circles on globes/world maps
- identify and locate countries from North and South America and their capital cities
- describe different types of settlements
- explain how the way land is used changes over time
- confidently use an atlas, including indices, grid reference and symbols, to locate places on an OS map
- explore global issues linked to Global Learning and Global Goals
- explain the difference between human and physical features and give examples from case studies
- describe how climate is affected by location and explain different climate zones



## Y5 Geography Curriculum

<b>Vocabulary</b>	Compass directions - including 8 points hemisphere, equator, keys, Arctic, Antarctic, climate, ordnance survey (OS), Tropic of Cancer, Tropic of Capricorn, latitude, longitude
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Locate the Equator and Tropics of Cancer and Capricorn on a globe/world map</li> <li>• Explore a global issue (link to Global Learning and global goals)</li> <li>• Locate countries in Europe, identifying their capital city as well as key human and physical features</li> <li>• Confidently use an atlas, including indices, grid reference and symbols, to locate places on an OS map</li> <li>• Describe locations using 8 points on a compass</li> <li>• Use fieldwork to observe and record features of the local area (e.g. sketches, maps, graphs, plans)</li> <li>• Compare and contrast human and physical features between a region of the UK and Europe (including mountains, volcanoes and rivers within them)</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Know and locate the world's 7 continents and 5 oceans</li> <li>• Name and locate the nine regions of England (including the position of Middlesbrough)</li> <li>• Understand reasons for the location of settlements and how this changes over time (including trade links and economies)</li> <li>• Understand and describe the different climate zones</li> </ul>



## Y5 Geography A.R.E

<b>A Y5 geographer can....</b>	
<ul style="list-style-type: none"> <li>• describe positions using 8 compass points</li> </ul>	
<ul style="list-style-type: none"> <li>• locate the Equator and Tropics of Cancer and Capricorn on a globe/world map</li> </ul>	
<ul style="list-style-type: none"> <li>• locate countries in Europe, identifying their capital city as well as key human and physical features</li> </ul>	
<ul style="list-style-type: none"> <li>• describe reasons for the location of settlements (including trade links and economies)</li> </ul>	
<ul style="list-style-type: none"> <li>• describe the water cycle with reference to a river case study</li> </ul>	
<ul style="list-style-type: none"> <li>• confidently use an atlas, including indices, grid reference and symbols, to locate places on an OS map</li> </ul>	
<ul style="list-style-type: none"> <li>• explore global issues linked to Global Learning and Global Goals</li> </ul>	
<ul style="list-style-type: none"> <li>• explain the difference between human and physical features and give examples from case studies</li> </ul>	
<ul style="list-style-type: none"> <li>• describe the different climate zones and give examples of each</li> </ul>	



## Y6 Geography Curriculum

<b>Vocabulary</b>	Compass directions - including 8 points hemisphere, equator, keys, Arctic, Antarctic, climate, ordnance survey (OS), Tropic of Cancer, Tropic of Capricorn, latitude, longitude
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Locate the Equator and Tropics of Cancer and Capricorn on a globe/world map</li> <li>• Explore a global issue (link to Global Learning and global goals)</li> <li>• Locate countries across all continents, identifying their capital city as well as key human and physical features</li> <li>• Confidently use an atlas, including indices, 6 figure grid references and symbols, to locate places on an OS map</li> <li>• Describe locations using 8 points on a compass</li> <li>• Use fieldwork to observe and record features of the local area (e.g. sketches, maps, graphs, plans)</li> <li>• Compare and contrast a desert and a rainforest including human and physical features and explain how location affects their climate</li> </ul>
<b>Knowledge and Understanding</b>	<ul style="list-style-type: none"> <li>• Know and locate the world's 7 continents and 5 oceans</li> <li>• Begin to understand and describe the distribution of natural resources e.g. energy sources, food, minerals and water</li> <li>• Name and locate the world's major deserts and rainforests</li> <li>• Understand the different climate zones</li> <li>• Understand how time zones work and begin to calculate time differences</li> </ul>



## Y6 Geography A.R.E

### A Y6 geographer can....

- describe positions using 8 compass points
- locate the Equator and Tropics of Cancer and Capricorn on a globe/world map and explain how this relates to climate
- understand how time zones work and begin to calculate differences
- use an atlas to follow and give 6 figure grid references
- compare features of a desert and rainforest
- understand that natural resources are not evenly distributed across the world
- explore global issues linked to Global Learning and Global Goals
- explain the difference between human and physical features and give examples from case studies
- describe the different climate zones and give examples of each
- name countries across different continents and their capital cities