



# GEOGRAPHY at Roydon Primary School

## Objectives from the National Curriculum:

<p><b>EYFS</b></p> <p>The <b>Early Learning Goal</b> is: People, Culture and Communities:</p> <ul style="list-style-type: none"><li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li><li>- 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.</li></ul>	<p><b>Key Stage 1:</b></p> <ul style="list-style-type: none"><li>• Name and locate the world's 7 continents and 5 oceans.</li><li>• To name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding areas.</li><li>• Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country.</li><li>• 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 pole.</li><li>• use basic geographical vocabulary to refer to key physical features and key human features.</li><li>• 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</li><li>• use simple compass directions and locational and directional language to describe the location of features and routes on a map</li><li>• 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</li><li>• 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</li></ul>	<p><b>Key Stage 2:</b></p> <ul style="list-style-type: none"><li>• 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</li><li>• 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.</li><li>• 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 (including day and night)</li><li>• 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.</li><li>• describe and understand key aspects of physical geography and human geography.</li><li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>• 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</li><li>• 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.</li></ul>
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<b>Progression of Skills:</b>			
<b>EYFS</b>	<b>Year 1/Year 2</b>	<b>Year 3/Year 4</b>	<b>Year 5/Year 6</b>
<b>Geographical language</b>			
<p>Use appropriate words to describe what they are exploring.</p> <p>Use geographical language to describe feature or location e.g. hill/local/road/coastline/ wood</p> <p>Ask geographical questions e.g. what is it like to live in this place?</p>	<p>Use geographical language to describe feature or location, e.g. valley/hill/local/road/coastline/ woods/village/farmland</p> <p>Ask geographical questions, e.g. what is it like to live in this place?</p>	<p>Describe route and direction</p> <p>Recognise eight points on a compass</p> <p>Link words to topic/theme</p>	<p>Describe route, direction and location</p> <p>Recognise sixteen points on a compass linking to degrees of turn</p> <p>Link words to theme, e.g. settlement – urban/ rural/ land use/ sustainability; rivers – confluence/ tributary.</p>
<b>Enquiry (building on questions from previous years)</b>			
<p>Comment and ask questions about aspects of their familiar world.</p> <p>Express own views about a place, people, environment.</p> <p>Observe and record e.g. identify buildings on a street – memory maps.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Communicate in different ways, e.g. pictures/pictograms/simple maps/sketches/labelled diagrams.</p> <p>Recognise how places have become the way they are e.g. shops (patterns and processes).</p>	<p>Express own views about a place, people, environment.</p> <p>Observe and record, e.g. identify buildings on a street – memory maps.</p> <p>Communicate in different ways, e.g. pictures/pictograms/simple maps/sketches/labelled diagrams.</p> <p>Ask geographical questions –where is this place? what is it like? How has it changed?</p> <p>Express own views about a place, people, environment, location. Give detailed reasons to support own likes, dislikes, preferences.</p> <p>Recognise how places have become the way they are e.g. shops (patterns and processes).</p> <p>Observe and record in different ways, e.g. sketches, diagrams, ICT.</p> <p>Communicate in different ways –pictures, writing, charts</p>	<p>Ask geographical questions – where is this location? what is this landscape like? what will it be like in the future?</p> <p>Analyse evidence and draw conclusions.</p> <p>Identify and explain different views of people including themselves.</p> <p>Construct questionnaire, use field sketch, brainstorm words about a place, sketch maps (e-learning, atlases)</p> <p>Collect and record evidence: show questionnaire results in simple chart, colour coded maps which demonstrate patterns.</p> <p>Communicate in ways appropriate to task and audience creating a sense of place.</p> <p>Explore geographical issues through drama role play.</p>	<p>Ask questions: what is this landscape like? how is it changing? What patterns can you see/ what has made it change?</p> <p>Design and use questionnaires to obtain views of community on subject.</p> <p>Collect and record evidence. conduct a land use survey categorise codes.</p> <p>Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/compare historical maps of varying scales: temperature of various locations – influence on people/ everyday life.</p> <p>Communicate in ways appropriate to task and audience e.g. persuasive writing – show information on map overlays in showing levels of information e.g. old/ new, use email to exchange information about locality with another school</p> <p>Look at patterns and explain reasons behind it.</p> <p>Identify and explain different views of people including themselves give increased detail of views, justification – detailed reasons influencing views.</p> <p>Collect and record evidence - record measurement of river width/ depth/ velocity.</p>

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<b>Fieldwork (where and why, using fieldwork techniques)</b>			
Record observations in simple field sketches Use a camera and/or iPad	Record observations in simple field sketches and diagrams Use a camera/iPad	Record observations in more detailed field sketches and diagrams.	Field sketches should show understanding of pattern/movement/change
<b>Map and atlas work</b>			
Make simple maps and plans Draw information from a simple map. Explore maps of the local area	Make simple maps and plans Explore maps of the local area Compare two settlements, using globes, maps, plans at a range of scales Use contents/index to locate a country or draw information from a map	Draw accurate maps including plan view from above – develop more complex key Use contents/coordinates/index to locate places/pages quickly and accurately	Draw to scale with increasing accuracy and speed use key to make deductions about landscape/industry/features, etc.

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Year group	Term	Starting Reception in September:			
		2018/2022	2019/2023	2020/2024	2021/2025
Reception	Autumn	Superheroes	Space & Aliens	Pirates	Inspirational People
	Spring	Dr Seuss	Under the Sea	Houses & Homes Great Fire of London	Dinosaurs
	Summer	Seaside	Minibeasts	Dragons	Farm to Fork
Year 1	Autumn	Space & Aliens	Pirates	Superheroes	Pets
	Spring	Under the Sea	Houses & Homes Great Fire of London	Transport and Travel	Under the sea
	Summer	Minibeasts	Dragons	Seaside	Minibeasts
Year 2	Autumn	Pirates	Inspirational People	Superheroes	Space & Aliens
	Spring	Houses & Homes Great Fire of London	Dinosaurs	Dr Seuss	Under the Sea
	Summer	Dragons	Farm to Fork	Seaside	Minibeasts

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Year group	Term	Starting Year 3 in September:	
		2017/2019	2018/2020
Year 3	Autumn	Stone Age & Iron Age	Roman Empire
	Spring	Weather	Volcanos & Earthquakes
	Summer	Tudors	Anglo-Saxons & Vikings
Year 4	Autumn	Roman Empire	Stone Age & Iron Age
	Spring	Volcanos & Earthquakes	Weather
	Summer	Anglo-Saxons & Vikings	Tudors
Year 5	Autumn	Mayans	Ancient Greece
	Spring	Egyptians	World War II
	Summer	Rivers & Coasts	Mountains
Year 6	Autumn	Ancient Greece	Mayans
	Spring	World War II	Egyptians
	Summer	Mountains	Rivers & Coasts