



At Valence, the Geography curriculum is designed to engender curiosity and wonder about the world. It deepens the understanding of the Earth’s key physical and human processes. We aim to provide children with a broad and balanced understanding of our world and the issues that affect our lives both locally and on a global scale and we encourage children to ask questions and develop critical thinking skills. We allow pupils to think geographically about the changing world, becoming critical learners and knowledgeable, responsible citizens who make informed choices and care about the future of our planet.

## P.R.A.I.S.E Pride Respect Achievement Independence Success Enjoyment

	EYFS	Year 1	Year 2	Year3	Year4	Year 5	Year 6
<b>Skills</b>							
<b>Map, Atlas and Globe Skills</b>	To explore maps and understand what they are for.	To use world maps, atlases and globes to identify the United Kingdom and its countries.  To use simple maps of the local area e.g. large scale print, pictorial etc.	To use world maps, atlases and globes to identify the continents and oceans of the world.  To 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	To use map symbols and keys to locate information.  To begin to use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features	To use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features  To draw accurate maps with more complex keys	To use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features  To draw accurate maps with more complex keys	To use maps, plans, graphs and digital technology including the use of ordnance maps to build his/her knowledge of the United Kingdom and the wider world  To use maps, charts etc. to support decision making about the location of places e.g. new bypass



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<b>Compass skills/grid references</b>	To respond to and uses language of position and direction (e.g. in, on, inside, under, over, progressing to between, beside, next to, through, along, including relative terms which depend on where you are e.g. behind, in front of, forwards, backwards).	To use locational language (e.g. near and far, left and right) to describe the location of features and route.  To make simple maps and plans .	To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.  To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features  To use and construct basic symbols in a key for their own maps.	To use the eight points of a compass.  To make more detailed plans and maps using symbols and keys.	To use the eight points of a compass to describe the location of features and routes on a map.  To draw accurate maps with more complex keys.	To use four and six-figure grid references to build their knowledge of the United Kingdom and the wider world.	To create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land.  To select and give reasons for which method they would help them in certain tasks to help build their knowledge of the United Kingdom and the wider world.
<b>Fieldwork Skills</b>	To explore the local school environment.	To use simple observational skills to study the geography of the school and its grounds	To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and	To use fieldwork to observe and measure the human and physical features of the local environment.	To use fieldwork to observe and measure the human and physical features of the local environment.	To use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including	To 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



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			physical features of the local area.	To begin to use fieldwork instruments e.g. cameras, rain gauge.	To use fieldwork instruments e.g. cameras, rain gauge.	sketch maps, plans and graphs.	and graphs, and digital technologies.
<b>Knowledge</b>							
<b>Locational Knowledge</b>	To be familiar with the name of the road, and or village/town/city the school is located in.	To name and locate a local town and understand how some places are linked to other places e.g. roads, trains.  To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	To name and locate the world's seven continents and five oceans.	To identify where counties are within the UK and the key topographical features.  To name and locate the cities of the UK.	To recognise the different shapes of continents.  To locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	To locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. To begin to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and	To 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. To locate the world's countries, using maps to focus on Europe (including the location of Russia)



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						Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.  To 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).
<b>Knowledge of human and physical geography</b>	To identify seasonal and daily weather patterns within the local area.	To identify seasonal and daily weather patterns in	To use basic geographical vocabulary to refer to: key physical features, including:	To begin to describe and understand key aspects of physical	To describe and understand aspects of human geography including; types of	To describe and understand key aspects of:	To describe and understand key aspects of:



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	<p>To use simple language to describe the physical and human features of the local environment e.g children can recognise buildings, open space, roads and other simple features.</p>	<p>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> <p>To use basic geographical vocabulary to refer to the physical features relating to the seasons and weather.</p> <p>To use basic geographical vocabulary to refer to key human features of the local environment including city, town, village, house, shop.</p>	<p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation,</p> <p>To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port and harbour.</p>	<p>geography including; climate zones, biomes and vegetation belts.</p> <p>To describe and understand key aspects of physical geography including; Volcanoes, earthquakes.</p> <p>To understand how humans affect the environment over time.</p>	<p>settlement and land use, economic activity including trade links.</p> <p>To explain about natural resources e.g. water in the locality.</p>	<p>- physical geography including; climate zones, biomes and vegetation belts.</p> <p>To describe and understand 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.</p>	<p>- physical geography including; climate zones, biomes and vegetation belts,</p> <p>To describe and understand 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.</p>
<b>Place Knowledge</b>	<p>To investigate the local area.</p>	<p>To name, describe and compare familiar places.</p>	<p>To understand geographical similarities and differences through</p>	<p>To understand geographical similarities and differences through the study</p>	<p>To understand geographical similarities and differences through the study</p>	<p>To understand and explain geographical similarities and differences</p>	<p>To explain and discuss a range of reasons for geographical similarities and</p>



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	To recognise some environments that are different from the one in which they live.	To talk about people and places within the local environment.  To identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.	studying the human and physical geography of a small area of the UK and a small area in a contrasting non European country.	of human and physical geography of a region of the United Kingdom.	of human and physical geography of a region of the United Kingdom and a region within North or South America.	through the study of human and physical geography of a region of the United Kingdom and a region within the world.	differences between countries  To explain how locations around the world are changing and explain some of the reasons for change.