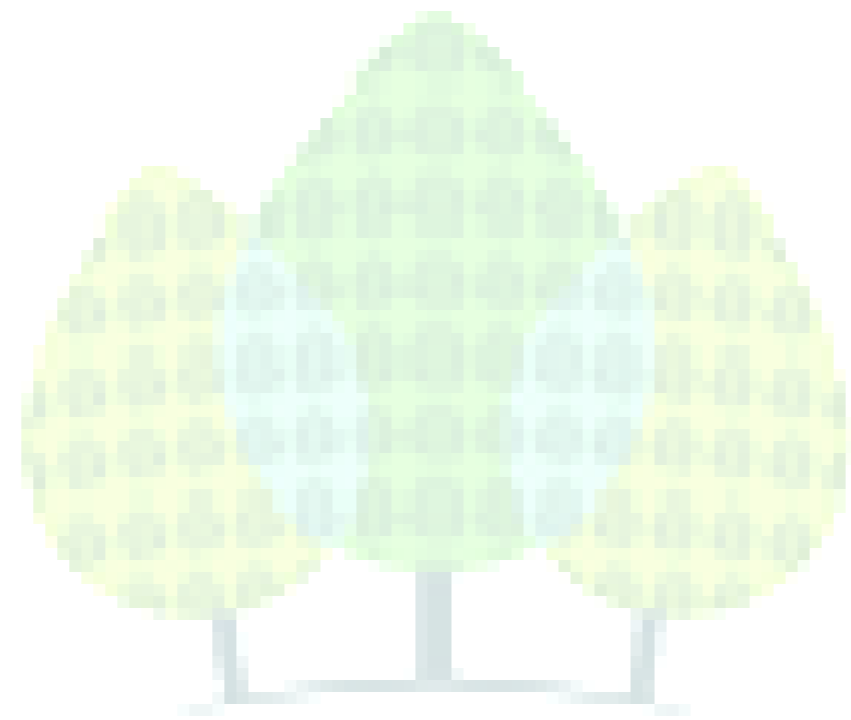


Geography Overview		
EYFS – Foundation Stage One		
Place Knowledge	Human and Physical Geography	
<p>Key Concept – The Earth and environment Curricular Goal: To share and talk about images of holidays related to the children's own experiences Learning Objective:</p> <ul style="list-style-type: none"> To know that there are different countries in the world and talk about the differences they have experienced or seen in photos. 	<p>Key Concept – The Earth and environment Curricular Goal: To be able to walk around the local area and make observations Learning Objective:</p> <ul style="list-style-type: none"> To be able to talk about what can be seen in the local area, using a wide vocabulary. 	
EYFS – Foundation Stage Two		
Place Knowledge	Human and Physical Geography	
<p>Key Concept – The Earth and environment Curricular Goal: To be able to talk about differences in weather in hot and cold countries and how this affects what can be seen on the land, and the impact this has on people and how they live Learning Objectives:</p> <ul style="list-style-type: none"> To explain some similarities and differences between life in this country and life in other countries drawing on knowledge from stories and non-fiction texts and when appropriate maps To know some similarities and differences between the natural world around them and contrasting environments (Cold places – Arctic and Antarctic/ Hot places – Jungle) 	<p>Key Concept – The Earth and environment Curricular Goal: To be able to explore the local area and describe what can be seen. Through discussion make observations over time of the changes in the weather and the seasons Learning Objectives:</p> <ul style="list-style-type: none"> To be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction and maps To be able to explore the natural world around them including the seasons 	
Year 1		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Key Concept – People and where they locate Curricular Goal: Pupils know the 4 countries making up the United Kingdom and are able to label them and the surrounding seas on a map of the United Kingdom Learning objectives:</p> <ul style="list-style-type: none"> To be able to use an atlas to locate the countries making up the United Kingdom and the surrounding seas/oceans. To know the capital cities of each country. To be able to describe the main characteristics of each country. 	<p>Key Concept – People and where they locate for different reasons Curricular Goal: To be able to draw a simple map of the human and physical features of the school and its local area – Kingswood. Learning objectives:</p> <ul style="list-style-type: none"> To know that I live in Hull and where Hull is on a map. To know my own address To be able to describe your route from the school to the park. To be able to identify the human and physical features in the local area. To be able to sort features of the landscape into human and physical 	<p>Key Concept – People and where they locate for different reasons / Reason for weather Curricular Goal: To describe what the weather is like in different seasons and what we wear Learning objectives:</p> <ul style="list-style-type: none"> To be able to record how the weather changes in the different seasons. To be able to know that the different seasons are associated with different weather types. To be able to record the weather over a week using symbols To be able to sort the different types of clothes worn in the different seasons.
Year 2		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Key Concept – People and where they locate / Part of a larger world Curricular Goal: Pupils can know and label the seven continents and five oceans. Learning objective</p> <ul style="list-style-type: none"> To be able to locate the seven continents and 5 oceans on a globe and map. (Use North, South, East & West) 	<p>Key Concept – People and where they locate for different reasons / The Earth and environment which are constantly changing Curricular Goal: To be able to list the human and physical features of Hull and compare this with a small contrasting area of a non-European country. (Cairo – Year 4 Geography and Year 4 History) Learning objectives:</p> <ul style="list-style-type: none"> To be able to sort features in Hull into human and physical features. To be able to recognise the human and physical features of Hull on aerial photographs To be able to add tourist attractions on an outline map of Hull. To be able to sort features in Cairo into human and physical features. To be able to recognise the human and physical features of Cairo on aerial photographs 	<p>Key Concept – Key Concept – People and where they locate for different reasons / Reason for weather Curricular Goal: To be able to locate hot and cold areas of the world, using their knowledge of the poles and the equator. (Antarctica & Egypt comparison) Learning objectives:</p> <ul style="list-style-type: none"> To be able to describe the weather associated with each season in the UK and record over a week. To be able to locate cold countries on a map (Arctic, Greenland). To be able to describe the weather in cold places. (Antarctica) To be able to locate hot countries on a map (Egypt, Brazil, Kenya, Indonesia). To be able to describe the weather in hot places. (Egypt)
Year 3		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Key Concept – People and where they locate Curricular Goal: To be able to use a map and know and label the names of and locate at least 8 European countries (France, Spain, Italy, Greece, Norway, Russia, Iceland and Germany – Largest neighbours, holidays destinations, size of Europe, linked to different human and physical features) Learning objectives:</p> <ul style="list-style-type: none"> To be able to locate the 8 European countries in an atlas and on a globe identifying the lines of longitude and latitude. To be able to describe the climate of each country and compare with Hull To be able to compare and measure rainfall and temperature in Hull and one of the other European countries studied 	<p>Key Concept – People and where they locate for different reasons / Sustainability Curricular Goal: To be able to compare coastal towns in Yorkshire and the Reykjanes Peninsula in Iceland. Learning objectives:</p> <ul style="list-style-type: none"> To locate the coastal towns on a map of the United Kingdom To know the physical and human features of Bridlington To be able to add the human and physical features on an outline map of Bridlington. To know the physical and human features (national park, lake, volcano) (Shops, cafes, houses) in the Reykianes peninsula To be able to add the physical and human features on an outline map of Reykianes 	<p>Key Concept – People and where they locate for different reasons / The Earth and environment which are constantly changing Curricular Goal: To be able to describe what causes volcanoes and earthquakes using given case studies Learning objectives:</p> <ul style="list-style-type: none"> To know the features of a volcano and that volcanoes can be different To be able to explain what an earthquake is To know what a tectonic plate is and how the movements of the plates may cause an earthquake to occur or a volcano to form or erupt To be able to explain why people live near volcanoes To be able to explain why people live where earthquakes occur

Year 4		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Key Concept – People and where they locate Curricular Goal: To be able to name and locate counties and cities of the United Kingdom (Hull - Yorkshire, London – Greater London, Edinburgh – Lothian, Cardiff – Glamorgan, Belfast – County Antrim) and describe their key topographical features. Learning Objectives:</p> <ul style="list-style-type: none"> To be able to locate the 8 cities and counties on an atlas and globe To be able to describe the difference between a village, city, county, country and continent To be able to name and locate the capital cities and counties that they are in To be able to describe some of the physical and human features of each city To be able to locate and name the rivers that run through the cities To be able to plan a route through the UK 	<p>Key Concept – People and where they locate / The Earth and environment which are constantly changing Curricular Goal: To be able to describe the similarities and differences of mountainous regions around the world To be able to explain how mountain ranges are formed (Pennines - local, Alps - Europe, Andes – South America/longest, Himalayas – tallest/Everest) Learning Objectives:</p> <ul style="list-style-type: none"> To be able to understand what a mountain/mountain range is and how it is formed To be able to identify the human and physical features of the Pennines To be able to identify the human and physical features of the Andes To be able to identify the human and physical features of the Himalayas To be able to compare and contrast the similarities and differences between the mountain ranges studied 	<p>Key Concept – People and where they locate Curricular Goal: To be able to explain how people have settled in mountain ranges, including how they use the land (Study – Pennines and Himalayas) Learning Objectives:</p> <ul style="list-style-type: none"> To be able to recognise, locate and describe the Pennines To be able to describe the physical and human features of the Yorkshire Dales To be able to recognise, locate and describe the Himalayas To be able to describe the physical and human features of Nepal To be able to explain why some people settle near mountains
Year 5		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Key Concept – People and where they locate for different reasons / Part of a larger world Curricular Goal: To be able to know and locate countries and major capital cities across the world (USA - Washington DC, China - Beijing, Russia - Moscow, France - Paris, Australia - Canberra, Brazil - Brasilia, South Africa - Cape Town, Egypt - Cairo) To be able to identify the time zones of the countries above comparing to GMT. Learning Objectives:</p> <ul style="list-style-type: none"> To be able to locate countries across the world using a range of maps, atlases and digital online mapping identifying whether they are in the North or Southern Hemisphere. To be able to locate capital cities across the world using a globe, an atlas and an electronic map. To be able to explain why the time is different in cities around the world. 	<p>Key Concept – People and where they locate / The Earth and environment which are constantly changing Curricular Goal: To be able to compare, contrast and identify patterns in how rivers have shaped the human and physical geography of their regions and how this has changed over time. (River Hull, River Nile, Amazon River) To be able to explain how the water cycle shapes geographical regions (including the local area). Learning Objectives:</p> <ul style="list-style-type: none"> To be able to describe the water cycle and how it links to rivers. To be able to describe the different parts of the river. To be able to locate the River Hull on map describe how people have settled around it. To be able to locate the Nile on a map know why people have settled along the Nile. To be able to locate the Amazon River and know why people have settled there. To be able to record the temperature and rainfall over a short period of time To develop graphs to show local rainfall results 	<p>Key Concept – The Earth and environment which are constantly / Reason for weather and climate around the world Curricular Goal: To be able to conclude how biomes shape the lives of their inhabitants. Learning Objectives:</p> <ul style="list-style-type: none"> To know what a biome and climate zone are To be able to locate on a map the different climate zones and biomes To be able to describe the different climate zones and biomes (rainforest, tundra, temperate, tropical, grassland, forest floor and emergent canopy) To be able to investigate one biome in detail (The Amazon Rainforest) to explain how climate change and human activity (deforestation) has a lasting impact on the biome's inhabitants and wildlife
Year 6		
Locational Knowledge	Place Knowledge	Human and Physical Geography
<p>Key Concept – Part of a larger world Curricular Goal: To be able to accurately describe the location of the cities studied in Year 5 including the areas of the Arctic and Antarctic, in terms of latitude, longitude, hemisphere and tropics. Learning Objectives:</p> <ul style="list-style-type: none"> To be able to describe the location of a city in the world using latitude and longitude To be able to accurately divide the world into the hemispheres and tropics To be able to explain why latitude and longitude is used by geographers 	<p>Key Concept – Sustainability/ The Earth and environment which are constantly changing Curricular Goal: To be able to evaluate how human and physical features of a region can determine sustainability choices. (East Yorkshire, Iceland, State of Washington) Learning Objectives:</p> <ul style="list-style-type: none"> To be able to describe and explain how Hull is developing Wind energy as a sustainable energy source To describe the physical and human features of Hull and explain why it is a good location to develop wind energy. To be able to describe the energy sources in Iceland and locate. To be able to describe how the physical and human features have impacted on this To be able to describe in the State of Washington – what the main energy source is and why To be able to describe how the physical and human features have impacted on this 	<p>Key Concept – Sustainability/ Part of a larger world Curricular Goal: To be able to argue that the human and physical features of the UK allow it to be a great global trader. Learning Objectives:</p> <ul style="list-style-type: none"> To investigate what the main imports (goods) into the UK are To be able to create an import map for the UK To look at the physical and human features of the UK and how this links to the imports To know what the main exports are To be able to create an export map for the UK To look at the physical and human features of the UK and how this links to the exports To explore what are the main transport links for trade to the UK

PRIMARY SCHOOL



Kingswood Parks

PRIMARY SCHOOL