



Geography

Oakhill Church Primary School

Our curriculum is designed and built upon children’s prior knowledge, and we use quality first-hand experiences to help unlock children's curiosity and invest in their cultural understanding and capital. The curriculum makes links and connections to establish purposeful learning which is relevant now and for life in the future.

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Curriculum Overview

EYFS – The World				
Step 1	Milestone (CP2)	Step 2	Step 3	Checkpoint
<ul style="list-style-type: none"> I am learning to recognise familiar places on a map of my town I am learning to use ariel photos to create a simple map of my town <p>Link Cycle A: Map making: Directional language: <i>(Explore school)</i></p> <p>Link Y1 : Cycle B: Conduct a fieldwork study: Directional language: <i>(Explore school)</i></p>	<ul style="list-style-type: none"> I can find my school, home or other familiar places on a picture map or ariel photo <p>Link Cycle A: Map making: Directional language: <i>(Explore school)</i></p> <p>Cycle B: Conduct a fieldwork study: Directional language: <i>(Explore school)</i></p>	<ul style="list-style-type: none"> I am learning to compare my place of living with another town or country of relevance to my class I am learning to identify England on a map and that I live in a country <p>Link: Cycle A: The cities of the UK</p> <p>Link: Cycle B: The seas around the UK</p>	<ul style="list-style-type: none"> I am learning to use directional words to direct others I am learning to draw and label a map with key features of my town I am learning to present my ideas about different places in the world and talk about similarities and differences <p>Link Cycle A: Extreme weather: Flooding and seasons.</p> <p>Link: Cycle B: Extreme weather: Cold places.</p>	<ul style="list-style-type: none"> I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. I can 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. <p>Link: Cycle A: Human Geographical similarities and differences between Sri Lanka and own locality.</p> <p>Link: Cycle B: Human Geographical similarities and differences between Arctic and own locality.</p>



Curriculum Overview

			<i>Human and physical</i>	<i>Geographical skills and fieldwork</i>	<i>Location knowledge</i>	<i>Place knowledge</i>
KS1	(Y1/2)	Cycle A	Extreme weather: Flooding and seasons.	Conduct a fieldwork study Directional language Compass directions <i>(Conduct a fieldwork study)</i>	The continents of the world	Human Geographical similarities and differences between Sri Lanka and own locality.
		Cycle B	Extreme weather: Cold places.	Map making Directional language Compass directions <i>(Map making)</i>	The oceans of the world	Human Geographical similarities and differences between Arctic and own locality.
LKS2	(Y3/4)	Cycle A	Volcanoes: Mount Vesuvius	Fieldwork study Four point compass Maps	The regions of the UK Arctic, Antarctic, Equator Antarctica Biomes and climate zones, vegetation belts (Antarctica)	Geographical similarities and differences with an area of the UK: Birmingham (Urban areas of the UK)
		Cycle B	Earthquakes: Japan	Fieldwork study Four point compass Maps	The regions of the UK Arctic, Antarctic, Equator Arctic Biomes and climate zones, vegetation belts (Russia)	Geographical similarities and differences with an area of the UK: Cumbria (Rural areas of the UK)



Curriculum Overview

	(Y4/5)	Cycle A	Rivers and the water cycle Biomes and climate zones, vegetation belts (Rainforest: Amazon)	Fieldwork study Eight point compass Four and six grid	Europe Northern and Southern Hemisphere Longitude and latitude Europe: Greece	Geographical similarities and differences with an area of Europe: Greece, Rhodes
		Cycle B	Rivers and the water cycle Biomes and climate zones, vegetation belts (Rainforest: Congo)	Fieldwork study Eight point compass Four and six grid	Europe Northern and Southern Hemisphere Longitude and latitude Europe: Italy.	Geographical similarities and differences with an area of Europe: Italy, Naples
UKS2	(Y5/6)	Cycle A	Desert biomes. Understand aspects of human geography: Deserts (Mojave and Iraq)	Fieldwork study Ordnance survey maps and symbols	North/South America Tropics of Cancer and Capricorn Time zones North America	Geographical similarities and differences with an area of Non-European: California
		Cycle B	Mountain biomes. Understand aspects of human geography: Mountains (Sierra Nevada and the Andes)	Fieldwork study Ordnance survey maps and symbols	North/South America Tropics of Cancer and Capricorn Time zones South America	Geographical similarities and differences with an area of Non-European: Peru








Developing Geographical Understanding

Being an Oakhill Geographer:










Developing Geographical Understanding

	<p>How can we conduct a geographical study?</p> <p>Use geographical skills and fieldwork to further explore and understand the world around us.</p>		<p>What locations and places are part of the Earth?</p> <p>Developing locational knowledge using maps, atlas' and digital mapping to name, locate and identify the continents, countries and areas of the UK, Europe and Non-European countries that make up the world.</p>
	<p>How do humans change the world?</p> <p>Explore features and areas of human geography considering the impact of people on areas of the world.</p>		<p>How can I compare different places?</p> <p>Compare and contrast small areas of the UK, Europe, North and South America and non-European countries with areas in our own locality.</p>
	<p>What physical features shape the Earth?</p> <p>Explore natural features of physical geography considering their impact on the environments and human settlement.</p>		



Developing Geographical Understanding

	<p style="text-align: center;">How can we conduct a geographical study?</p> <p><i>YR/1: Using Atlas' and maps, using directional language.</i> <i>Y1/2: Using compass directions, using directional language</i> <i>KS1: Ariel photography, map making, fieldwork study.</i> <i>Y3/4: Four point compass and map making.</i> <i>Y4/5: Eight point compass and four and six point grid</i> <i>Y5/6: Ordinance survey maps and symbols.</i> <i>KS1: Fieldwork study</i></p>		<p style="text-align: center;">What locations and places are part of the Earth?</p> <p><i>YR/1: Countries and seas of the UK</i> <i>Y1/2: Continents and oceans of the world.</i> <i>Y3/4: The UK / Arctic, Antarctic and the Equator</i> <i>Y4/5: Europe / Northern and Southern Hemisphere / longitude and latitude</i> <i>Y5/6: North / South America, Tropics of Cancer and Capricorn / Times zones.</i></p>
	<p style="text-align: center;">How do humans change the world?</p> <p><i>Y1/2: Human features of a cold or hot place.</i> <i>Y3/4: UK (settlements and land use/minerals and water)</i> <i>Y4/5: European comparison (settlements and land use/distribution of natural resources)</i> <i>Y5/6: Non-European comparison (settlements and land use/ trade links and economic activity))</i></p>		<p style="text-align: center;">How can I compare different places?</p> <p><i>KS1: Hot or cold locations.</i> <i>Y3/4: The UK (Urban or rural)</i> <i>Y4/5: Naples (Italy) or Rhodes (Greece)</i> <i>Y5/6: Baghdad (Iraq) or Peru (South America)</i></p>
	<p style="text-align: center;">What physical features shape the Earth?</p> <p><i>YR/1: Weather patterns and seasons</i> <i>Y1/2: Location of hot and cold areas of the world.</i> <i>Y3/4: Volcanos and earthquakes (a) / biomes, climate zones and vegetation belts (Antarctica)</i> <i>Y4/5: Rivers and the water cycles or volcanoes and earthquakes / biomes, climate zones and vegetation belts (Rainforest))</i> <i>Y5/6: Rivers and the water cycles or mountains / biomes, climate zones and vegetation belts (Desert)</i></p>		



Developing Geographical Understanding

EYFS Granular Steps



Geography in EYFS

The World *(leading into Geography)*

The knowledge I am learning;

- To be able to present my ideas about my community and the environment around me
- To read a simple map and locate points of interest that are familiar to me
- To be able to talk about key features of the world around me

Stage 2 (2-3)

I am learning to know where my classroom is in the school or nursery

I can find my classroom/learning space

I am learning to know how to get to key places within my school

I am learning to follow simple directions

I can describe the different places I visit in nursery and school

Stage 3 (3-4)

I am learning about key transportation to get to my familiar places

I can describe how I get to nursery and home

I am learning to draw a map with two points using an x to mark the spot

I am learning to point to my town on a map

I am learning to know where I live and explain key details about my journey

I am learning to add simple details on my map I draw such as a road

I am learning to talk about where I live and discuss the similarities and differences with my peers

I can tell you my address

I can tell you about key areas of transport

Stage 4 (4-5)

I am learning to recognise familiar places on a map of my town; I am learning to use ariel photos to create a simple map of my town

I can find my school, home or other familiar places on a picture map or ariel photo

I am learning to compare my place of living with another town or country of relevance to my class

I am learning to identify England on a map and that I live in a country

I am learning to use directional words to direct others

I am learning to draw and label a map with key features of my town

I am learning to present my ideas about different places in the world and talk about similarities and differences

I can describe my immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

I can 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.



Human and Physical Geography

Human and physical geography		
	Cycle A	Cycle B
Year 1/2	<p>Extreme weather (Flooding) : Explore how extreme weather impacts the UK and other areas of the world. Look at the flooding in Britain and compare with monsoon season.</p> <p>Sri Lanka: Explore the human features of hot areas of the world using vocabulary to identify key features.</p>	<p>Extreme weather (Cold) : Explore how extreme weather impacts the UK and other areas of the world. Look at the cold and snow in Britain and compare with Greenland.</p> <p>Arctic: Explore the physical features of cold areas of the world using vocabulary to identify key features.</p>
Year 3/4	<p>Volcanoes: Describe and understand key aspects of physical geography including volcanoes and earthquakes. Use scientific understanding of rocks and soils to support this.</p> <p>Antarctica: Explore the biomes and climate zones and vegetation belts of Antarctica.</p> <p>Birmingham: Explore an area within the UK considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area.</p>	<p>Earthquakes: Describe and understand key aspects of physical geography including volcanoes and earthquakes. Use scientific understanding of rocks and soils to support this.</p> <p>Arctic: Explore the biomes and climate zones and vegetation belts of Arctic</p> <p>Cumbria: Explore an area within the UK considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area. Explore farming traditions. Use historic understanding of the Bronze age to support this.</p>
Year 4/5	<p>Rivers and the water cycle: Describe and understand key aspects of physical geography including rivers and the water cycle. Use scientific understanding of rocks and soils to support this.</p> <p>Rainforest (Amazon): Explore the biomes and climate zones and vegetation belts of the rainforest.</p>	<p>Rivers and the water cycle: Describe and understand key aspects of physical geography including rivers and the water cycle. Use scientific understanding of rocks and soils to support this.</p> <p>Rainforest (Congo): Explore the biomes and climate zones and vegetation belts of the rainforest.</p>



Human and Physical Geography

	<p>Greece, Rhodes: Explore an area within Europe considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area. Explore the impact of the use of natural resources and tourism to support this.</p>	<p>Italy, Naples: Explore an area within Europe considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area. Explore the impact of the use of natural resources and tourism to support this.</p>
Year 5/6	<p>Desert (Mojave and Iraq): Explore the biomes and climate zones and vegetation belts of Desert.</p> <p>California: Explore America location considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area. Explore the impact of the use of natural resources and tourism to support this. Explore economic activity and trade links.</p>	<p>Mountains (Sierra Nevada and Andes): Describe and understand key aspects of physical geography including Mountains.</p> <p>Peru: Explore an area of America considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area. Explore the impact of the use of natural resources and tourism to support this. Explore economic activity and trade links.</p>



Location Knowledge

		Location knowledge	
		Cycle A	Cycle B
Year 1/2	<p>The continents of the world: Name locate and Identify the five oceans and seven continents that make up the globe. Focus on identifying the features of the five oceans.</p>	<p>The oceans of the world: Name locate and Identify the five oceans and seven continents that make up the globe. Focus on identifying the features of the seven oceans.</p>	
Year 3/4	<p>Arctic, Antarctic, Equator: Locate the Arctic, Antarctic and Equator on a map. Understand how the Equator impacts the temperature of the world and the polar regions: Antarctica</p> <p>The UK: name, locate and identify the counties, cities and regions of the UK, focussing on human characteristics and topographical features, land use and changes over time in urban areas.</p>	<p>Arctic, Antarctic, Equator: Locate the Arctic, Antarctic and Equator on a map. Understand how the Equator impacts the temperature of the world and the polar regions: Arctic</p> <p>The UK: name, locate and identify the counties, cities and regions of the UK, focussing on physical characteristics and topographical features, land use and changes over time in rural areas.</p>	
Year 4/5	<p>Northern and Southern Hemisphere: Locate and name the Northern and Southern Hemispheres on a map: Europe, Greece</p> <p>Longitude and latitude: Identify the significance and position of longitude and latitude: Europe, Greece</p>	<p>Northern and Southern Hemisphere: Locate and name the Northern and Southern Hemispheres on a map: Europe, Italy</p> <p>Longitude and latitude: Identify the significance and position of longitude and latitude: Europe, Italy</p>	



Location Knowledge

Year 5/6	<p>Tropics of Cancer and Capricorn: Identify the significance and position of longitude and latitude: North America</p> <p>Time zones: Identify the significance, impact and position of time zones.</p>	<p>Tropics of Cancer and Capricorn: Identify the significance and position of longitude and latitude: South America</p> <p>Time zones: Identify the significance, impact and position of time zones.</p>
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Place Knowledge/Fieldwork and Skills

		Place knowledge	
		Cycle A	Cycle B
Year 1/2	Sri Lanka: Explore the human features of hot areas of the world using vocabulary to identify key features.		Arctic : Explore the physical features of cold areas of the world using vocabulary to identify key features.
Year 3/4	Birmingham: Conduct a study of a region of the UK understanding the geographical similarities and differences. Explore an area within the UK considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area.		Cumbria: Conduct a study of a region of the UK understanding the geographical similarities and differences. Explore an area within the UK considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area. Explore farming traditions. Use historic understanding of the Bronze age to support this.
Year 4/5	Rhodes, Greece : Conduct a study of an area within Europe understanding the geographical similarities and differences. Explore an area within Europe considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area. Explore the impact of the use of natural resources and tourism to support this		Naples, Italy: Conduct a study of an area within Europe understanding the geographical similarities and differences. Explore an area within Europe considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area. Explore the impact of the use of natural resources and tourism to support this.
Year 5/6	California: Conduct a study of a region within South or North America understanding the geographical similarities and differences. Explore America considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area. Explore the impact of the use of natural resources and tourism to support this. Explore economic activity and trade links.		Peru: Conduct a study of a region within South or North America understanding the geographical similarities and differences. Explore an area of America considering how aspects of physical geography have impacted settlements, land use and the physical geography of the area. Explore the impact of the use of natural resources and tourism to support this. Explore economic activity and trade links.



Place Knowledge/Fieldwork and Skills

		Fieldwork and skills	
		Cycle A	Cycle B
Year R/1	<p>Map making: Using digital photographs, directional language, aerial maps and maps, make makes of our school and it's environment. (Explore our school)</p>	<p>Fieldwork: Conduct and design a field work study to identify or explore something within our school setting using directional language and maps. (Explore our school)</p>	
Year 1/2	<p>Fieldwork: Conduct a fieldwork study in our local area to identify and explore a hypothesis using compass directions and directional language. (Explore our village)</p>	<p>Map making: Using digital photographs, directional language, aerial maps, compass directions and maps, make makes of our local area. (Explore our school)</p>	
Year 3/4	<p>Field study: Conduct a field study to explore a hypothesis.</p> <p>Four point compass: Use and identify the uses of a four point compass.</p> <p>Maps: Use maps and Atlas', digital/computer mapping and globes to explore the polar regions, equator and areas of the UK.</p>	<p>Field study: Conduct a field study to explore a hypothesis.</p> <p>Four point compass: Use and identify the uses of a four point compass.</p> <p>Maps: Use maps and Atlas', digital/computer mapping and globes to explore the polar regions, equator and areas of the UK.</p>	
Year 4/5	<p>Field study: Conduct a field study to explore a hypothesis. Design a hypothesis and plan a fieldwork study as a class with adult support.</p> <p>Eight point compass: Use and identify the uses of a eight point compass.</p> <p>Four and six grid: Use four point six-figure grid references.</p>	<p>Field study: Conduct a field study to explore a hypothesis. Design a hypothesis and plan a fieldwork study as a class with adult support.</p> <p>Eight point compass: Use and identify the uses of a eight point compass.</p> <p>Four and six grid: Use four point six-figure grid references.</p>	



Place Knowledge/Fieldwork and Skills

	<p>Maps: Use maps and Atlas', digital/computer mapping and globes to explore the Europe, Northern, Southern hemispheres and longitude and latitude.</p>	<p>Maps: Use maps and Atlas', digital/computer mapping and globes to explore the Europe, Northern, Southern hemispheres and longitude and latitude.</p>
Year 5/6	<p>Field study: Conduct a field study to explore a hypothesis. Design a hypothesis and plan a fieldwork study.</p> <p>Ordnance survey maps and symbols: Use and understand Ordnance survey maps and symbols to build knowledge of the wider world.</p> <p>Maps: Use maps and Atlas', digital/computer mapping and globes to explore the North and South America, the tropics of Cancer and Capricorn and time zones.</p>	<p>Field study: Conduct a field study to explore a hypothesis. Design a hypothesis and plan a fieldwork study.</p> <p>Ordnance survey maps and symbols: Use and understand Ordnance survey maps and symbols to build knowledge of the wider world.</p> <p>Maps: Use maps and Atlas', digital/computer mapping and globes to explore the North and South America, the tropics of Cancer and Capricorn and time zones.</p>



CUE Assessment

Content: I can recall facts and information about places both faraway and within my locality.

Understanding: I can explore and compare geographical features of places both faraway and within my locality.

Evaluating: I can explore the relationship between human and physical geography and compare different locations. I can draw on previous learning in order to evaluate both aspects of human and physical geography of an area.

		Cycle A			Cycle B			
Year 1/2	Extreme Weather	<ul style="list-style-type: none"> Content: What types of weather are there? 	<ul style="list-style-type: none"> Understanding: What are the impacts of floods in the UK? 	<ul style="list-style-type: none"> Explain: How is the weather in Sri Lanka compare to weather in the UK? 	Extreme Weather	<ul style="list-style-type: none"> Content: What types of weather are there? 	<ul style="list-style-type: none"> Understanding: Can you compare the Arctic and UK weather? 	<ul style="list-style-type: none"> Explain: How would life in the Arctic be different?
	Field Study	<ul style="list-style-type: none"> Content: What did you try to find out? 	<ul style="list-style-type: none"> Understanding: How did you try to answer your question? 	<ul style="list-style-type: none"> Explain: Why was your field study successful? 	Map Making	<ul style="list-style-type: none"> Content: Can you draw a map? 	<ul style="list-style-type: none"> Understanding: Can you use a map to direct someone to a destination? 	<ul style="list-style-type: none"> Explain: Compare your own map with one of the local area. What makes your map more useful?



CUE Assessment

	Continents	<ul style="list-style-type: none"> Content: What are the names of the continents and oceans? 	<ul style="list-style-type: none"> Understanding: Describe some of the different countries in Asia. 	<ul style="list-style-type: none"> Explain: Why are buildings in Asia different to Europe? 	Oceans	<ul style="list-style-type: none"> Content: What are the names of the continents and oceans? 	<ul style="list-style-type: none"> Understanding: What are the features of the Arctic ocean. 	<ul style="list-style-type: none"> Explain: How are the Pacific ocean and Southern ocean different?
	Sri Lanka	<ul style="list-style-type: none"> Content: What is Sri Lanka like? 	<ul style="list-style-type: none"> Understanding: What would it be like to live in Sri Lanka? 	<ul style="list-style-type: none"> Explain: How would life in Marissa be different or similar to life in Oakhill? 	The Arctic	<ul style="list-style-type: none"> Content: What is Greenland like? 	<ul style="list-style-type: none"> Understanding: What would it be like to live in Greenland? 	<ul style="list-style-type: none"> Explain: How would life in Nuut be different or similar to life in London?
Year 3/4	Volcanoes	<ul style="list-style-type: none"> Content: How are volcanoes caused? 	<ul style="list-style-type: none"> Understanding: What impacts do Earthquakes have? 	<ul style="list-style-type: none"> Explain: What are the benefits of living by an Earthquake? 	Earthquakes	<ul style="list-style-type: none"> Content: How are Earthquakes caused? 	<ul style="list-style-type: none"> Understanding: What impacts do Earthquakes have? 	<ul style="list-style-type: none"> Explain: How is human geography impacted by earthquakes?
	Fieldwork	<ul style="list-style-type: none"> Content: How did you try to answer this question? 	<ul style="list-style-type: none"> Understanding: What did the results from your enquiry make you think? 	<ul style="list-style-type: none"> Explain: How do you think you might have affected the results of your enquiry? 	Fieldwork	<ul style="list-style-type: none"> Content: How did you try to answer this question? 	<ul style="list-style-type: none"> Understanding: What did the results from your enquiry make you think? 	<ul style="list-style-type: none"> Explain: How do you think you might have affected the results of your enquiry?



CUE Assessment

	Antarctica	<ul style="list-style-type: none"> Content: Can you describe the climate in Antarctica? 	<ul style="list-style-type: none"> Understanding: What would you need to take for a trip to Antarctica? 	<ul style="list-style-type: none"> Explain: Why couldn't people live in Antarctica? 	Arctic	<ul style="list-style-type: none"> Content: Can you describe the climate in Arctic Russia? 	<ul style="list-style-type: none"> Understanding: How are Caribou adapted to their environment? 	<ul style="list-style-type: none"> Explain: Why are plants in the Arctic different to plants in Oakhill?
	Birmingham	<ul style="list-style-type: none"> Content: What cities are in the UK? 	<ul style="list-style-type: none"> Understanding: Which city in the UK would you like to live? 	<ul style="list-style-type: none"> Explain: Why are Bristol and Birmingham different? 	Cumbria	<ul style="list-style-type: none"> Content: What regions make up the UK? 	<ul style="list-style-type: none"> Understanding: Can you compare the landscape in Cumbria with Oakhill? 	<ul style="list-style-type: none"> Explain: What would have made Cumbria a good place to settle in the past?