



PORINGLAND PRIMARY SCHOOL AND NURSERY



Subject	Geography	
Intent		
<p>At Poringland Primary School, we aim for our Geography lessons to be enjoyable, active and to inspire children’s curiosity to learn and discover more about the world around them. We encourage our children to ask questions and to observe, investigate and carry out research about places and environments within their local area, other regions in the United Kingdom and within in the wider world. We endeavour for our children to be excited to learn about human and physical geography, gaining an appreciation and respect of life for other cultures and the importance of a sustainable development for the future of mankind.</p> <p>As the children move through the key stages, they will build upon their geographical skills, place and locational knowledge and develop their understanding of the vocabulary used. Children are provided with opportunities to use skills taught both inside and outside the classroom through local field work, trips and visitors to the school. We use the natural environment within our school grounds as much as possible to support the teaching and learning of Geography.</p> <p><i>"Geography is a living, breathing subject, constantly adapting itself to change. It is dynamic and relevant. For me Geography is a great adventure with a purpose. Geography is the subject that holds the key to the future"</i></p> <p style="text-align: right;">Sir Michael Pal</p>		
Year 1 & 2	Year 3 & 4	Year 5 & 6
Our Wonderful Earth	Where in the world?	Nurturing Nature
Year 1 Our wonderful Earth	Skills	Knowledge
<p><i>Prior Knowledge:</i> <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i></p> <p><i>Understand some important processes and changes in the natural world around them, including seasons and changes states of matter.</i></p> <p><i>Know some similarities and differences between life in</i></p>	<ul style="list-style-type: none"> ● Teacher led enquiries, to ask and respond to simple closed questions about places ● Use information books/pictures as sources of information. ● Investigate their surroundings ● Make observations about where things are e.g. within school or local area. ● Follow directions (Up, down, left/right, forwards/backwards) ● Draw picture maps of imaginary places and from stories. ● Use own symbols on imaginary map. ● Use and devise a simple picture map to move around the school; ● Recognise that it is about a place. ● Use relative vocabulary (e.g. bigger/smaller, like/dislike ● Use world maps, atlases and globes to identify the UK & its’ counties 	<ul style="list-style-type: none"> ● To know the names and locations of the world’s seven continents. ● To name, locate and identify characteristics of the four countries and where Poringland is in relation to these ● To know the human and physical geography of Poringland. ● To know the seasonal and daily weather patterns in the UK.



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<p><i>this country and life in other countries, drawing on knowledge from stories, non-fiction texts and when appropriate – maps.</i></p> <p><i>Poringland</i></p>		
<p>Enrichment:</p>	<p>Vocabulary:</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbor, shop, World, map, atlas, Continents Asia, Africa, Antarctica, Australasia, Europe, North America, South America, United Kingdom, countries, England, Scotland, Wales, Northern Ireland, Local area, Poringland, school, woods, village, church, shop, doctors, vets, community centre, home, house, pond, police station, library, street, roundabout, roads, Norwich, Weather today, daily weather, hot,cold, wet, rain, dry, warm, sunshine, temperature, storm, thunder, hail, snow, windy, frost, ice, Human features, physical features, doctors, supermarket, shop, woods, trees, pond, police station, community centre, school, garage, hairdressers, library, home, house, road, roundabout, pedestrian crossing, Directions, up, down, left, right, behind, in front, larger, smaller, near, far. Map, picture map, symbol, labels, route, journey, World map, atlas, globe, maps, aerial photographs United Kingdom, England, Scotland, Wales, Northern Ireland. Poringland school, buildings, school grounds, field, playgrounds, office, hall, woods, trees, school entrance, gates, paths</p>	<p>Year 2</p> <p>Our wonderful Earth</p>
<p>Prior knowledge: <i>To know the names and locations of the world's seven continents.</i></p> <p><i>To name, locate and identify characteristics of the four countries and where Poringland is in relation to these.</i></p> <p><i>To know the geographical similarities and differences through human and physical geography of Poringland.</i></p> <p><i>To know the seasonal and daily weather patterns in the UK.</i></p>	<p>Skills</p> <ul style="list-style-type: none"> ● Children encouraged to ask simple geographical questions; Where is it? What's it like? ● Use NF books, stories, maps, pictures/photos and internet as sources of information. ● Investigate their surroundings ● Make appropriate observations about why things happen. ● Make simple comparisons between features of different places. ● Follow directions (as yr 1 and inc'. NSEW) ● Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) ● Begin to understand the need for a key. ● Use class agreed symbols to make a simple key. ● Follow a route on a map. ● Use a plan view. ● Use an infant atlas to locate places. ● Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map) 	<p>Knowledge</p> <ul style="list-style-type: none"> ● To know the names and locations of the world's seven continents and the five oceans. ● To name, locate and identify characteristics of the four countries and their capital cities and the surrounding seas of the UK and where Poringland is in relation to these ● To know the geographical similarities and differences through studying the human and physical geography of Poringland and a small area Australia. ● To know seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world (Australia) in relation to the Equator and the North and South Poles.



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<p><i>Poringland and non-European country (Australia)</i></p>		<ul style="list-style-type: none"> To know how weather patterns affect our lives
<p>Enrichment:</p> <p>Walk around Poringland</p> <p>Zoom link with AUstralia</p>		<p>Vocabulary:</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbor, shop, Map, atlas, Continents Asia, Africa, Antarctica, Australasia, Europe, North America, South America. Oceans Atlantic, Pacific, Indian, Southern, Arctic United Kingdom Countries, borders, England, Scotland, Wales, Northern Ireland. Capital cities, London, Edinburgh, Cardiff, Belfast. UK seas English Channel, North Sea, Irish Sea Similarities, differences, human, physical, region, United Kingdom Poringland, Norfolk, village, rural, woodland, residential, specific amenities within the village. Continent, country, location. Australia, continent, is land, territories, climate, cities,town, coasts, town, outback, cafes, restaurants. Byron Bay, lighthouse, built up, residential, businesses, busy, shops, factories. Spring, Summer, Autumn, Winter. Weather, climate, seasons, seasonal changes, temperature. Warm, sun, sunshine, sky, heat, hot, heatwave, dry, cool, cold, cloud, wet, rain, thunder, lightning, sleet, snow, wind, ice. Weather patterns, predict, forecasts, symbols. Impact, clothes, umbrella, activities, North Pole, South Pole, Equator, continents, countries, locations, holiday, tourism, resort, environments, regional features, activities. Australia, continent, is land, territories, climate, cities,town, coasts, town, outback, cafes, restaurants. Byron Bay, lighthouse, built up, residential, businesses, busy, shops, factories. Compass Rose, directions, North, East, South, West, move, follow, first, near, far, close to, next to. Symbols, pictures, signs. Maps, area, compare, size, continent. Map, 2D, 3D, features, human and physical, places, location, vocabulary pertinent to that place. Atlas, index, map, continent, country, shape, border, land, coast, mountains, rivers, lake, forest, capital, cities, towns, key, symbols.</p>
<p>Year 3</p> <p>Where in the world?</p>	<p>Skills</p>	<p>Knowledge</p>
<p>Prior Knowledge:</p> <p><i>To know the names and locations of the world's seven continents and the five oceans.</i></p> <p><i>To name, locate and identify characteristics of the four countries and their capital cities and the surrounding seas of the UK</i></p>	<ul style="list-style-type: none"> Begin to ask/initiate geographical questions. To begin to use NF books, stories, atlases, maps, globes, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence – digital/computer mapping Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations. Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing. 	<ul style="list-style-type: none"> To know the geographical similarities and differences through studying the human and physical geography of other parts of the UK and Europe (year group choose a region). To know where different countries are across Europe on a map. Concentrating on their environmental regions, key physical and human characteristics and major cities.



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<p><i>and where Poringland is in relation to these</i></p> <p><i>To know the geographical similarities and differences through studying the human and physical geography of Poringland and a small area of Australia.</i></p> <p><i>To know seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world (Australia) in relation to the Equator and the North and South Poles.</i></p>	<ul style="list-style-type: none"> ● Know why a key is needed. ● Use standard symbols. ● Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering) ● Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) ● Begin to use fieldwork to observe and record the humans and physical features in the local area, using a range of methods. including sketch maps plans and graphs and digital technologies 	<ul style="list-style-type: none"> ● To know the different counties and cities of the UK – understanding their geographical regions and their human and physical geography (identifying the key topographical features – hills/mountains/coasts and rivers). ● To describe and understand climate zones, biomes and vegetation belts. <p style="text-align: center;"><i>Region of the UK and Europe (choose)</i></p>
<p>Enrichment:</p>		<p>Vocabulary: Climate zones, biomes, vegetation belts, cities, counties, countries, Europe, features, physical, human, World, world map, atlas, Continents Asia, Africa, Antarctica, Australasia, Europe, North America, South America. Various countries and cities within each continent. Environments, regions, physical and human features, topographical features. United Kingdom Countries, borders, England, Scotland, Wales, Northern Ireland, Capital cities, London, Edinburgh, Cardiff, Belfast Geographical Regions: North, North East, North West, Yorkshire and the Humber, South, South East, South West, East and West Midlands, East Anglia, London Agriculture, industry, mountains, lakes, forests, hills, rivers, Similarities, differences, human, physical, region, United Kingdom climate zones, biomes, animals, plants, vegetation belt, mountains, forests, North, East, South, West maps, coordinates, compass points, key standard symbols, spatial matching, scales, route, locality</p>
<p>Year 4 Where in the world?</p>	<p>Skills</p>	<p>Knowledge</p>
<p>Prior Knowledge: <i>To know the geographical similarities and differences through studying the human and physical geography of Poringland, other parts of the UK and Europe.</i></p>	<ul style="list-style-type: none"> ● Ask and respond to questions and offer their own ideas. ● Extend to satellite images, aerial photographs ● Investigate places and themes at more than one scale ● Collect and record evidence with some aid ● Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps ● Use 4 compass points well: ● Begin to use 8 compass points; ● Begin to use a 4 figure grid reference to locate features on 	<ul style="list-style-type: none"> ● To know the geographical similarities and differences through studying the human and physical geography of other parts of the UK, Europe (from UK) and a region of North or South America. ● To know where different countries are across North and South America on a map. Concentrating on their



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<p><i>To know where different countries are across Europe on a map. Concentrating on their environmental regions and major cities.</i></p> <p><i>To know the different counties and cities of the UK – understanding their geographical regions and their human and physical geography.</i></p> <p><i>To describe and understand climate zones, biomes and vegetation belts.</i></p> <p><i>Compare a region in Europe (from Y3) with a region of North or South America</i></p>	<p>a map</p> <ul style="list-style-type: none"> ● Use letter/no. co-ordinates to locate features on a map confidently. ● Make a map of a short route experienced, with features in correct order with increasing accurax ● Continue to use maps, atlases, globes and digital/computer mapping ● Make a simple scale drawing. ● Know why a key is needed. ● Begin to recognise symbols on an OS map. ● Locate places on large scale maps, (e.g. Find UK or India on globe) ● Follow a route on a large scale map. ● Begin to match boundaries (E.g. find same boundary of a county on different scale maps.) ● To use fieldwork to observe and record the humans and physical features in the local area, using a range of methods. including sketch maps plans and graphs and digital technologies 	<p>environmental regions, key physical and human characteristics and major cities.</p> <ul style="list-style-type: none"> ● To know how land use patterns have changed over time (by naming and locating counties/cities in the UK) ● To describe and understand volcanoes and Earthquakes and the water cycle.
<p>Enrichment:</p>		<p>Vocabulary:</p> <p>Water cycle, volcano, earthquake, erupt, map, counties, cities, North and South America. Maps, atlas, world, continents, countries, North America, South America, countries, regions, environment, environmental regions, physical and human characteristics, topographical features, mountains, rivers, lakes, coast, rainforest, cities, towns, urban, buildings, factories, rural, villages, Europe, European, United Kingdom Countries, counties, borders, England, Scotland, Wales, Northern Ireland Capital cities, London, Edinburgh, Cardiff, Belfast.</p> <p>Geographical Regions: North, North East, North West, Yorkshire and the Humber, South, South East, South West, East and West Midlands, East Anglia, London. Topographical features, land-use, agriculture, nature, industry, factories, warehouses, mountains, lakes, forests, hills, rivers. Similarities, differences, human, physical, region, topographical features, Rivers, lake, sea, ocean, source, journey, channel, banks, bed, rainfall, floodplains, mouth, meanders, flow, upland, downhill, erode, gorges, canyons, valleys, streams, brooks, creeks, springs. Mountains, peaks, land, hill, range, tectonic, plates, opposite direction, lava, erupt, ancient volcanoes. Volcanoes, earth, crust magma, hot ash, gases, hills, mountains, molten rock, hot, liquid, tectonic plates, violent eruptions, hot spot, pyroclastic flows, ash clouds, volcanic bombs, impact, effect, patterns. Earthquakes, core, centre, metal, mantle, rock, crust, plates, moving, direction, speed, slide, bump, lock, plate boundary, fault line, friction, energy, shockwave, ocean, tsunami, Richter magnitude scale, Pacific Ocean. Water Cycle, Earth, recycling process, water, evaporate, air, heats up, water vapour, condenses, cools, liquid water, clouds, precipitation, heavy, light, rain, snow, ground, land, sea, lake, river, cycle. Map, features, locate, co-ordinates, 4-figure grid reference, numbers, plot, features. Key, purpose, standard symbols, consistency. Location, human and physical features, map, plot, standard symbols. Maps, scales, compare.</p>
<p>Year 5 Nurturing Nature</p>	<p>Skills</p>	<p>Knowledge</p>



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Prior Knowledge:

To know the geographical similarities and differences through studying the human and physical geography of Poringland, other parts of the UK, Europe and a region of North or South America.

To know where different countries are across North and South America on a map. Concentrating on their environmental regions, key physical and human characteristics and major cities.

To know how land use patterns have changed over time (by naming and locating counties/cities in the UK)

To describe and understand volcanoes and Earthquakes and the water cycle.

Look/compare a rural location with an urban location (How Hill and Poringland)

- Begin to suggest questions for investigating
- Use a range of geographical skills and investigate places and themes
- Begin to use primary and secondary sources of evidence in their investigations.
- Collect and record evidence unaided
- Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life
- Use 8 compass points;
- Use 4 figure co- ordinates grid reference to locate features on a map.
- Begin to draw a variety of thematic maps based on their own data.
- Draw a sketch map using symbols and a key;
- Use/recognise OS map symbols.
- Compare maps with aerial photographs.
- Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.)
- Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)
- Find/recognise places on maps of different scales. (E.g. river Nile.)
- Confidently 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, graphs and digital tech (How Hill)
- To confidently used fieldwork to observe and record the humans and physical features in the local area, using a range of methods. including sketch maps plans and graphs and digital technologies

- To know the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere
- To know about different types of settlement and land use
- To describe and understand key aspects of human geography including types of settlement and land use
- Identifying the human and physical features by comparing a rural and urban locations within the UK (How Hill and Poringland)

Enrichment:

Vocabulary:

Traders, settlement, land-use, longitude, latitude, equator, Northern/Southern hemisphere, **United Kingdom** Countries, borders, England, Scotland, Wales, Northern Ireland. Capital cities, London, Edinburgh, Cardiff, Belfast.

Geographical Regions: North, North East, North West, Yorkshire and the Humber, South, South East, South West, East and West Midlands, East Anglia, London.

(Local Study) Similarities, differences, human, physical, region, topographical features, How Hill, Norfolk broads, rural, countryside, wildlife, Paleolithic Mesolithic Neolithic settlements Skara Brae maps, 4 figure grid reference, compass points, symbols, key, OS symbols, distance, scale, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere



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Year 6	Skills	Knowledge
<p>Nurturing Nature</p> <p>Prior Knowledge: <i>To know the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</i></p> <p><i>To know about different types of settlement and land use.</i></p> <p><i>To know about the distribution of natural resources including energy, food, minerals and water</i></p>	<ul style="list-style-type: none"> ● Suggest questions for investigating ● Use primary and secondary sources of evidence in their investigations. ● Investigate places with more emphasis on the larger scale; contrasting and distant places ● Collect and record evidence unaided ● Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it and present findings ● Use 8 compass points confidently and accurately; ● Use 4 figure co-ordinates confidently to locate features on a map. ● Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. ● Read and draw plans of increasing complexity. ● Use/recognise OS map symbols; ● Use atlas symbols. ● Follow a short route on an OS map. Describe features shown on OS map. ● Use a scale to measure distances. ● Draw/use maps and plans at a range of scales with increasing complexity. ● To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied with increasing confidence. ● Confidently use fieldwork to observe, measure and record the human and physical features in York accurately using a range of methods, including sketch maps, plans and graphs; ● Draw on their knowledge and understanding select and use appropriate skills and evidence to help them investigate places and themes with increasing confidence. 	<ul style="list-style-type: none"> ● To know the position and significance of the Tropics of Cancer and Capricorn, Artic and Antartic Circle, the Prime/Greenwich Meridian and time zones (including day and night) ● To know about trade links and the economic activity of places. ● To know about the distribution of natural resources including energy, food, minerals and water.
<p>Enrichment:</p> <p>Visiting coastal area within Norfolk (e.g. Winterton) to see the impact of coastal erosion. Historical link - compare today with images of previous years/decades. Make predictions about the scale and impact of further erosion.</p>	<p>Vocabulary:</p> <p>Tropics of Cancer and Capricorn, Artic, Antarctic, time zones, Greenwich mean time, trade links, natural recourses, distributions. United Kingdom Countries, borders, England, Scotland, Wales, Northern Ireland. Capital cities, London, Edinburgh, Cardiff, Belfast. Urban, cities, towns, tourism. Norwich, Norfolk, York, North Yorkshire Land-use, buildings, cathedrals, shops, businesses, attractions, Earth, North, South, East, West, Equator, Northern Hemisphere and Southern Hemisphere, North Pole, South Pole, latitude, longitude, parallel, degrees. Position, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian. Eastern and Western hemispheres.</p> <p>Time zones, meridians, sunrise, sunset. Norwich, Norfolk, York, North Yorkshire, similarities, differences, human, physical, regional features, counties, cities, urban, rural, population, amenities, buildings, industry, different forms of employment, business, cathedrals, shops, The Shambles, Elm Hill, history, tourism,</p>	



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public spaces, communities. Topographical features, countries, counties, regions, settlements, cities, towns, industry, employment types, buildings, offices, residential, types of housing, public and private land, agriculture, public services, developments. Trading locally, nationally, internationally, import, export. Natural resources, conservation, sustainable, renewable, non-renewable, energy, resources, wind power, biomass, solar energy, fossil fuels (oil, gas, coal). Food, agriculture, farming, crops, production. Minerals, water.