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**Geography Curriculum Intent Statement**

**At Woodside C of E Primary School there is equal ambition for all pupils to learn and achieve. Our curriculum is rooted with equal measures of knowledge and skills. It is focused on ‘knowing more and remembering more’ and has a base that surrounds our locality and community.**

**Geography Skills: Knowledge Progression**

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|  | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| ***Location Knowledge*** | * Locate and name the seas and oceans around the UK. * Name the UK’s four countries and some counties. * Identify the county of their local area – Warwickshire – Local study. * Locate Europe on a map. | * Identify physical characteristics of New Orleans and Rio De Janeiro and key topographical features. * Identify the position and significance of Equator, N. and S.   Hemisphere.   * Locate key rivers in Europe, Africa and South America. | * Identify the topographical   features of the UK – National Parks.   * Name and locate the counties and major cities of the UK. * Locate specific countries in Europe on a map including Russia. * Locate topographical features of Europe including the Alps. | * Identify the position and   significance of the Equator, Tropics of Cancer and Capricorn, the Arctic and Antarctic Circle.   * Identify the different biomes in North and South America. |
| ***Place Knowledge*** | * Compare two cities in Europe with similarities and differences. * Know towns and cities in Warwickshire. | * Compare two cities in contrasting areas (North and South America). | * Understand the geographical   similarities and differences of a region in a European country – compare Moscow, to Severobaykalsk. | * Compare a region in UK with a   region in a European country  with geographical differences and similarities.   * Understand the geographical similarities and differences of international continents – comparing Africa with   UK. |
| ***Human Geography*** | * The impacts of earthquakes and volcanic eruptions. * Examining land use around volcanos. * Comparing transport links in cities. * Understanding why people settle in different areas. | * Comparing the land use of two   contrasting places.   * Comparing land-use Rivers from * around the world. * Tourism activity of a region of South America- Rio De Janeiro. * Land use around the Amazon rainforest. | * Examining the settlement of Moscow. * Understanding the population density between west and east Russia. * Comparing the land use of three contrasting places. | * Food trade distribution – Fairtrade. * Understand the negative impact humans are having on the environment. * Examine how humans have made polar regions habitable. |
| ***Physical Geography*** | * Understand the layers of the earth, plate tectonics, volcanoes and tsunamis. | * Climate of the New Orleans and Rio De Janeiro. * Understand the stages of the water cycle and river features. * Describe and understand key aspects of biomes. * Investigate the Amazon rainforest and the River Amazon. | * Investigate the Alps and compare them to the Himalayas. * Investigate the different physical features in Russia. * Investigate the region known as Siberia. | * Describe and understand key aspects of: climate zones. * Investigate the polar regions. * Describe and understand climate change. |

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| ***Using Maps*** | * Use 8-points on a compass to   follow and give directions.   * Use atlases. | Use aerial maps to identify physical and human features. | * Use 4-figure grid references to   locate features on a map.   * Use OS maps to interpret topography and POI. | * Use 6-figure grid references. * Use latitude and longitude on atlas maps. * Use OS maps to plan routes. |
| ***Geographical Enquiry/Language*** | * Ask and initiate simple geographical questions. * Use atlases and maps as sources of information. * Investigate places and themes on a local scale. * Collect and record evidence with teacher support. * Make comparisons between two local locations. * Understand the meaning of geographical vocabulary within a certain context. | * Ask and respond to geographical questions. * Use satellite images, aerial photographs as sources of information. * Investigate places and themes on an international scale. * Collect and record evidence with peer support. * Analyse evidence and make comparisons between national locations. * Use geographical vocabulary in a given context. | * Suggest questions for investigating. * Use OS maps as sources of information. * Investigate places and themes in Europe. * Collect and record evidence unaided using secondary sources. * Analyse evidence and draw conclusions between locations on the same continent * Use geographical vocabulary learnt so far in multiple contexts to explain. | * Create and investigate their own   geographical questions.   * Use OS maps to create routes. * Investigate places and themes in North and South America. * Collect and record evidence unaided using primary sources. * Analyse evidence and draw conclusions between international locations. * Use geographical vocabulary to clarify and extend answers. |