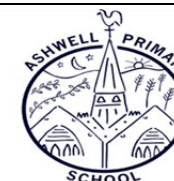


Ashwell Primary School

Geography Curriculum

Knowledge / Skills Organiser



EYFS

Nursery	<u>Area of Learning-Mathematics</u> <ul style="list-style-type: none"> • Understand position • Describe familiar routes • Discuss routes and locations 	<u>Area of Learning-Understanding the World</u> <ul style="list-style-type: none"> • Use their senses to explore • Begin to understand the need to respect and care for the natural environment and living things • Know there are different countries in the world and talk about differences
Reception	<u>Area of Learning -Understanding of the World- People, culture and communities</u> <ul style="list-style-type: none"> • Describe immediate environment • Explain some similarities and differences between life in this country and other countries. 	<u>Area of Learning -Understanding of the World- The Natural world</u> <ul style="list-style-type: none"> • Know some similarities and differences between the natural world around them and contrasting environments • Understand some important processes and changes in the natural world, including the seasons.

Year 1

Year 2

<ul style="list-style-type: none"> • Geographical Enquiry 	<ul style="list-style-type: none"> • Investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos. 	
<p>National Curriculum statements Geographical skills and fieldwork – Mapping skills</p> <ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple compass directions (north, south, east and west) and directional and locational language (e.g. near and far; left and right) to describe the location of features and routes on maps <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use constructive basic symbols in a key</p>	<ul style="list-style-type: none"> • Begin to use plans, maps, globes, atlases and aerial images to recognise some features and places (locality/in the wider world). • Draw maps of real or imaginary places and begin to label with own symbols • Use simple language to describe scale e.g. bigger, smaller, shorter • Use and follow simple directions e.g. forwards, backwards • Introduce the four cardinal points (N, S, E, W) • Use aerial photos and begin to recognise landmarks and human and physical features. 	<ul style="list-style-type: none"> ▪ Use maps, atlases, aerial photos and globes to locate and describe places – including recognising some symbols. ▪ Draw maps using agreed symbols ▪ identify and understand the four points of a compass • Use simple compass points (N, S, E, W) and directional language (near, far) to describe the locations of features and routes on a map. • Follow directions using compass points. • Look down on objects and make a plan e.g. of the classroom or playground.
<p>Geographical skills and fieldwork –Fieldwork Skills</p> <ul style="list-style-type: none"> ▪ Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surroundings 	<ul style="list-style-type: none"> • Use a range of simple fieldwork techniques for collecting, analysing and presenting information, including <ul style="list-style-type: none"> - using small world play, model making, or the classroom role-play area to represent a visited place - adding details to a teacher-prepared drawing - making annotated drawings to show variations - drawing a freehand map - relating a large-scale plan to the environment, identifying known features - marking information on a large-scale plan 	

	<ul style="list-style-type: none"> - using colour or symbols to record observations - using a simple compass and cardinal compass directions (north, south, west, east) - taking digital photos - making digital audio recordings when interviewing someone about their job - collecting quantitative data - using a questionnaire - collecting and sorting natural objects - using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features
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	Lower Key Stage 2		Upper Key Stage 2	
	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Geographical enquiry 	<ul style="list-style-type: none"> • Investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, images and aerial photos. • Express their opinion and recognise that others may think differently 		<ul style="list-style-type: none"> • Investigate places and environments using a range of geographical skills and sources of information including a variety of maps, graphs and images. • Express and explain their opinion and recognise why others may have different points of view. 	
<p>National Curriculum statements Geographical skills and fieldwork- Mapping skills</p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass and six-figure references to build their knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> ▪ Use a range of maps, atlases and globes to locate places being studied and find information ▪ Make maps of short routes ▪ Use the language of position and direction (e.g. compass, north, south, east & west). ▪ Recognise and use standard symbols to produce a key ▪ Use letter/number coordinates to locate features on maps 	<ul style="list-style-type: none"> ▪ Use a range of atlases, maps including thematic maps and globes to identify places and find information. ▪ Make maps of short routes and places with features in the correct order or place. ▪ Understand why a key is needed and begin to recognise symbols on OS maps. ▪ Begin to use 4 figure grid references to locate features on maps. ▪ Draw places to scale. ▪ Draw simple sketch maps ▪ Begin to use 8 point compass points 	<ul style="list-style-type: none"> ▪ Select a map for a specific purpose e.g. Atlas to find a country, OS map to find a village, thematic map to find the wettest places in the world ▪ Evaluate the usefulness of different maps. ▪ Follow routes on OS maps and describe features shown. ▪ Understand symbols on a range of OS maps and draw a sketch map using symbols and a key ▪ Draw a plan view map with same accuracy. ▪ Use 8 compass point and begin to use 4 figure coordinates to locate features on maps. ▪ Match aerial images to locations on maps ▪ Measure distance between places on maps with some accuracy and begin to Guesstimate distances between places. 	<ul style="list-style-type: none"> ▪ Use maps to draw conclusions about places, including taking information from thematic maps and atlases. ▪ Recognise a range of physical and human features on a map ▪ Use 8 compass points confidently and accurately. ▪ Use 4 figure coordinates confidently to locate features on a map and begin to use 6 figure grid references- using longitude and latitude on atlas maps. ▪ Indicate and follow directions on a map or globe. Select best routes to reach places. ▪ Interpret a range of symbols on different maps and use these to describe features of places. ▪ Draw a variety of thematic maps and plans with increasing accuracy ▪ Create sketch maps to give directions. ▪ Identifies and interpret symbols on non- standard maps. ▪ Estimate size and distance fairly accurately both on maps and in atlases. ▪ Work out differences in time and distance between a ranges of places.
Geographical skills and fieldwork- Fieldwork Skills	<ul style="list-style-type: none"> • Use a range of standard fieldwork techniques for collecting, analysing and presenting information, including: 		<ul style="list-style-type: none"> ▪ use a wider range of fieldwork techniques for collecting, analysing and presenting information, including 	

- 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 and graphs and digital technologies.

- making models, annotated drawings and field sketches to record observations
- drawing freehand maps of routes
- relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry
- recording selected geographical information on a map or large-scale plan, using colour or symbols and a key
- making digital photos and annotating them with labels or captions
- making digital audio recordings for a specific purpose
- collecting, analysing and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect quantitative fieldwork data
- designing and conducting interviews
- using simple sampling techniques appropriately
- using a simplified Likert Scale to record their judgements of environmental quality
- developing a simple method of recording their feelings about a place or site

- making models, annotated drawings and field sketches to record observations
- drawing freehand maps (e.g. of a site they have visited)
- relating large-scale plans to the fieldwork site, identifying relevant features
- recording selected geographical data on a map or large-scale plan, using colour or symbols and a key
- taking digital photos and annotating them with labels or captions
- making digital audio recordings
- collecting, analysing and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect qualitative data
- designing and conducting fieldwork interviews
- using standard field sampling techniques appropriately
- designing and using a tool to record their feelings about the advantages and disadvantages of a proposed development, for instance
- conducting a transect to observe changes in buildings and land use