



'Love your neighbour as yourself' (Luke 10:27)

St. Bridget's C of E Primary Geography National Curriculum Coverage

Inspiring, nurturing and educating our children to serve God by reaching their full potential, serving our local community and by looking after our environment as global citizens of today and tomorrow.



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| Year Group | Autumn Term | Spring Term | Summer Term |
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| EYFS | <p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants;• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants;• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. | <p>The Natural World ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• Explore the natural world around them, making observations and drawing pictures of animals and plants;• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. |
| | <p>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;• 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>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;• 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>People Culture and Communities ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;• 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. |
| Year 1 | <p>Locational knowledge: name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> | <p>Geographical skills and fieldwork:</p> <ul style="list-style-type: none">• use world maps, atlases and globes to identify the United Kingdom and its countries• use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | <p>Place knowledge: understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom</p> |
| | <p>Human and physical geography: identify seasonal and daily weather patterns in the United Kingdom</p> | | <p>Geographical skills and fieldwork:</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 surrounding environment.• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key |
| | <p>Human and physical geography: use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none">• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | |
| Year 2 | <p>Locational knowledge: name and locate the world’s seven continents and five oceans</p> | <p>Geographical skills and fieldwork:</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, | <p>Place knowledge: understand geographical similarities and differences through studying the human and physical</p> |



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| | | continents and oceans studied at this key stage <ul style="list-style-type: none">use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a mapuse aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key | geography of a small area in a contrasting non-European country (Australia) |
| | Human and physical geography: identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | | Geographical skills and fieldwork: 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 surrounding environment. |
| | Human and physical geography: use basic geographical vocabulary to refer to: <ul style="list-style-type: none">key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weatherkey human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | |
| Year 3 | Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics | Geographical skills and fieldwork: <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom | Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (River Dee) Geographical skills and fieldwork: <ul style="list-style-type: none">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 and graphs, and digital technologies. |
| | Human and physical geography: <ul style="list-style-type: none">describe and understand key aspects of: physical geography, including: rivers and mountainshuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | | |
| Year 4 | Locational knowledge: name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time | Geographical skills and fieldwork: <ul style="list-style-type: none">use maps, atlases, globes and digital/computer mapping to locate countries and describe features studieduse the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom | Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Wirral and River Mersey – Hilbre visit) Geographical skills and fieldwork: <ul style="list-style-type: none">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 and graphs, and digital technologies. |
| | Human and physical geography: <ul style="list-style-type: none">describe and understand key aspects of: physical geography, including: mountains, rivers and the water cyclehuman geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | | |



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| Year 5 | <p>Locational knowledge: locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> | <p>Geographical skills and fieldwork:</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, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | <p>Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Rome)</p> |
| | <p>Human and physical geography:</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | | |
| Year 6 | <p>Locational knowledge:</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) | <p>Geographical skills and fieldwork:</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, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world | <p>Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region within North or South America (New York)</p> |
| | <p>Human and physical geography:</p> <ul style="list-style-type: none"> describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water | | |