



## Our Curriculum

What we will teach children to do over the course of the year in <b>Geography</b>			
	<b>Chronological understanding</b>	<b>Knowledge and interpretation</b>	<b>Historical enquiry</b>
<p>We would expect almost all children to achieve these things in</p> <p>Year 1</p>	<p>say what they like about their locality</p> <ul style="list-style-type: none"> <li>• sort things they like and don't like</li> <li>• answer some questions using different resources, such as books, the internet and atlases</li> <li>• think of a few good questions to ask about a locality</li> <li>• answer questions about the weather</li> <li>• keep a weather chart</li> </ul>	<p>Tell someone their address</p> <ul style="list-style-type: none"> <li>• explain the main features of a hot and cold place</li> <li>• describe a locality using words and pictures</li> <li>• explain how the weather changes with each season</li> <li>• name key features associated with a town or village, eg, church, farm, shop, house</li> </ul>	<p>begin to explain why they would wear different clothes at different times of the year</p> <ul style="list-style-type: none"> <li>• tell something about the people who live in hot and cold places</li> <li>• explain what they might wear if they lived in a very hot or a very cold place</li> </ul>
<p>We would expect almost all children to achieve these things in</p> <p>Year 2</p>	<p>label a diagram or photograph using some geographical words</p> <ul style="list-style-type: none"> <li>• find out about a locality by using different sources of evidence</li> <li>• find out about a locality by asking some good questions to someone else</li> <li>• say what they like and don't like about their locality and another locality like the seaside</li> </ul>	<ul style="list-style-type: none"> <li>• describe some physical features of own locality</li> <li>• explain what makes a locality special</li> <li>• describe some places which are not near the school</li> <li>• describe a place outside Europe using geographical words</li> <li>• describe some of the features associated with an island</li> <li>• describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley</li> </ul>	<ul style="list-style-type: none"> <li>• describe some human features of own locality, such as the jobs people do</li> <li>• explain how the jobs people do may be different in different parts of the world</li> <li>• Do they think that people ever spoil the area How</li> <li>• Do they think that people try to make the area better How</li> <li>• explain what facilities a town or village might need</li> </ul>



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<p>We would expect almost all children to achieve these things in</p> <p>Year 3</p>	<p>use correct geographical words to describe a place and the things that happen there</p> <ul style="list-style-type: none"> <li>• identify key features of a locality by using a map</li> <li>• begin to use a 4 figure grid references</li> <li>• accurately plot NSEW on a map</li> <li>• use some basic OS map symbols</li> <li>• make accurate measurement of distances within 100Km</li> </ul>	<p>use maps and atlases appropriately by using contents and indexes</p> <ul style="list-style-type: none"> <li>• describe how volcanoes are created</li> <li>• describe how earthquakes are created</li> <li>• confidently describe physical features in a locality</li> <li>• locate the Mediterranean and explain why it is a popular holiday destination</li> <li>• recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)</li> </ul>	<p>describe how volcanoes have an impact on people's life</p> <ul style="list-style-type: none"> <li>• confidently describe human features in a locality</li> <li>• explain why a locality has certain human features</li> <li>• explain why a place is like it is</li> <li>• explain how the lives of people living in the Mediterranean would be different from their own</li> </ul>
<p>We would expect almost all children to achieve these things in</p> <p>Year 4</p>	<p>carry out a survey to discover features of cities and villages</p> <ul style="list-style-type: none"> <li>• find the same place on a globe and in an atlas</li> <li>• label the same features on an aerial photograph as on a map</li> <li>• plan a journey to a place in England</li> <li>• accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• describe the main features of a well-known city</li> <li>• describe the main features of a village</li> <li>• describe the main physical differences between cities and villages</li> <li>• use appropriate symbols to represent different physical features on a map</li> </ul>	<ul style="list-style-type: none"> <li>• explain why people are attracted to live in cities</li> <li>• explain why people may choose to live in a village rather than a city</li> <li>• explain how a locality has changed over time with reference to human features</li> <li>• find different views about an environmental issue What is their view</li> <li>• suggest different ways that a locality could be changed and improved</li> </ul>
<p>We would expect almost all children to achieve these</p>	<p>collect information about a place and use it in a report</p> <ul style="list-style-type: none"> <li>• map land use</li> <li>• find possible answers to their own</li> </ul>	<p>explain why many cities of the world are situated by rivers</p> <ul style="list-style-type: none"> <li>• explain how a location fits into its wider geographical location; with</li> </ul>	<p>explain why people are attracted to live by rivers</p> <ul style="list-style-type: none"> <li>• explain how a location fits into its wider geographical location; with</li> </ul>



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<p>things in</p> <p>Year 5</p>	<p>geographical questions</p> <ul style="list-style-type: none"> <li>• make detailed sketches and plans; improving their accuracy later</li> <li>• plan a journey to a place in another part of the world, taking account of distance and time</li> </ul>	<p>reference to physical features</p> <ul style="list-style-type: none"> <li>• explain how the water cycle works</li> <li>• explain why water is such a valuable commodity</li> </ul>	<p>reference to human and economical features</p> <ul style="list-style-type: none"> <li>• explain what a place might be like in the future, taking account of issues impacting on human features</li> </ul>
<p>We would expect almost all children to achieve these things in</p> <p>Year 6</p>	<p>confidently explain scale and use maps with a range of scales</p> <ul style="list-style-type: none"> <li>• choose the best way to collect information needed and decide the most appropriate units of measure</li> <li>• make careful measurements and use the data</li> <li>• use OS maps to answer questions</li> <li>• use maps, aerial photos, plans and web resources to describe what a locality might be like</li> </ul>	<ul style="list-style-type: none"> <li>• give extended description of the physical features of different places around the world</li> <li>• describe how some places are similar and others are different in relation to their human features</li> <li>• accurately use a 4 figure grid reference</li> <li>• create sketch maps when carrying out a field study</li> </ul>	<ul style="list-style-type: none"> <li>• give an extended description of the human features of different places around the world</li> <li>• map land use with their own criteria</li> <li>• describe how some places are similar and others are different in relation to their physical features</li> </ul>