

**National Curriculum Aims** The national curriculum for geography aims to ensure that all pupils:

- (A1) develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- (A2) understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- (A3) are competent in the geographical skills needed to:
  - (A3a) collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - (A3b) interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - (A3c) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**Weobley Primary School Aims**

- **(WA1) Location knowledge** - To name and locate key areas of our local and surrounding areas, including major cities, rivers, forests and other areas of interest. (for example Mappa Mundi, Forest of Dean, Castle Green, Brecon Beacons)
- **(WA2) Place Knowledge** - To show an appreciation and pride of the county we live in by having experiences of other contrasting areas both within our locality, surrounding area and if possible further afield
- **(WA3) Human & Physical Geography** - To explore the local and surrounding areas for their economic and tourist activities as well as production (ie potatoes, apples, beef).
- (WA3a) Recognise how the physical geography in both the local and surrounding area has changed the landscape over time (such as erosion or settlement), both recently and over the years.
- **(WA4) Geographical skills and fieldwork** - Use field work to learn about the impact our local area has on both humans and the wider environment (ie sketches for appreciation, data collection to assess physical changes, care for our local environment)
- (WA5) To provide all children with a curriculum that underpins the core values of the school. It teaches children how these core values can be applied to the world they live in many aspects including locally, the surrounding area and beyond.
- (WA6) These core values include appreciation, independence, curiosity, resilience, assertiveness, collaboration and courageous

**National Curriculum Aims and Attainment Targets - KS1**

**Locational knowledge**

- (LK1) name and locate the world’s seven continents and five oceans
- (LK2) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge**

- (PK1) understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and physical geography**

- (HPG1) identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- (HPG2) use basic geographical vocabulary to refer to:
  - (HPG2a) key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - (HPG2b) key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

- (GSF1) use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- (GSF2) 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
- (GSF3) 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
- (GSF4) 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.

Year groups	Term 1		Term 2		Term 3	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
Year 1	Childhood then & Then Seasons	Great Fire of London	The UK & Seasons	Explorers & Seasons	Seas and Coasts	Seas and Coasts
	(covered in seasons throughout the year) A3a WA1 WA2 WA5 WA6 HGP1	LK2 HPG2b	A1 WA2 WA5 WA6 LK2 HPG2a GSF1 GSF2 GSF1 GSF2	A3b LK1 HPG1 HPG2a GSF1 GSF2 GSF3 WA3 WA5 WA6	A1 A2 WA2 WA4 WA5 WA6 HPG1 HPG2a HPG2b GSF4	
Year 2	Kings & Queens /War & Remembrance		Our World		On Safari and Out & About	
	HPG2a/b GFS4 WA5 WA6	WA1 WA2 WA3a WA4	A1 A2 A3b/c LK1	HPG2a GSF1 GSF2 WA5	WA6 A1 A2 A3b PK1	HPG1 HPG2a/b GSF1 WA5

**National Curriculum Aims and Attainment Targets - KS2**

**Locational knowledge**

- (LK1) locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- (LK2) 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
- (LK3) 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)

**Place knowledge**

- (PK1) understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

**Human and physical geography**

- (HPG1) describe and understand key aspects of:
  - (HPG1a) physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
  - (HPG1b) 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

**Geographical skills and fieldwork**

- (GSF1) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- (GSF2) use the eight points of a compass, four and 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
- (GSF3) 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.

Year groups	Term 1		Term 2		Term 3	
	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>	1 <sup>st</sup>	2 <sup>nd</sup>
<b>Year 3</b>	<b>Prehistoric Britain</b>	<b>Prehistoric Britain</b>	<b>Romans</b>	<b>Volcanoes</b>	<b>Wonderful world</b>	<b>Wonderful world</b>
			HPG1b WA5 WA6	A2 HPG1a WA5 WA6	A3b LK1 LK3 GSF1 WA5 WA6	A3b LK1 LK3 GSF1 WA5 WA6
<b>Year 4</b>	<b>Ancient Egypt</b>		<b>Biomes</b>		<b>Water</b>	
	LK1 PK1 HPG1b GSF1 WA5 WA6		A1 A2 A3b A3c LK1 LK3 PK1 HPG1a HPG1b GSF1 WA5 WA6		A1 A2 A3b LK2 HPG1a HPG1b GSF2	GSF3 WA5 WA6 WA1 WA2 WA3a WA4
<b>Year 5</b>	<b>Vikings &amp; Anglo-Saxon</b>		<b>Ancient Greece</b>		<b>Geographical Skills</b>	
	A1 A3b/c LK1 LK2 PK1	HPB1b GSF1 WA5 WA6 WA3a	A1 A2 A3b LK1 PK1	HPG1b GSF1 WA5 WA6	A1 A3b/c LK1 LK2 LK3 GSF1	GSK2 WA5 WA6 WA1 WA2
<b>Year 6</b>	<b>Mountains</b>		<b>Changing Britain</b>		<b>Isle of Wight</b>	
	A1 A2 A3a/b/c LK1 LK3 HPG1a	GSF1 GSF3 WA5 WA6 WA1 WA2			A2 A3a/c LK2 PK1 HPG2b GSF1	GSF2 GSF3 WA5 WA6 WA2 WA3