

# St Augustine’s School

## Geography Components and Composite

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Early Learning Goal</b> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p><b>Early Learning Goal</b> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p> <p><b>Early Learning Goal</b> 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>	<p><b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"><li>❖ name and locate the world’s seven continents and five oceans</li><li>❖ name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li><li>❖ 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</li><li>❖ 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</li><li>❖ use basic geographical vocabulary to refer to:<ul style="list-style-type: none"><li>- key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li><li>- key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul></li><li>❖ 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</li><li>❖ 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</li><li>❖ 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.</li></ul>		<p><b>National Curriculum Objectives:</b></p> <ul style="list-style-type: none"><li>❖ 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</li><li>❖ 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</li><li>❖ 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)</li><li>❖ 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</li><li>❖ describe and understand key aspects of:<ul style="list-style-type: none"><li>- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>- 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</li></ul></li><li>❖ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>❖ 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</li><li>❖ 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.</li></ul>			
Geographical Knowledge						
<p>Can they talk about where they live in relation to school/a place of significance?</p> <p>Can children draw a simple map of the school and its surroundings?</p>	<p>Can they find where they live on a map of the UK?</p> <p>Can they point out the north pole and south pole are on a globe or atlas?</p> <p>Can children discuss what they can see on an aerial map?</p> <p>Can children draw a simple map, using basic symbols as a key?</p> <p>Can they name the continents of the world and find them in an atlas/on a map or globe?</p> <p>Can they name the world’s oceans and find them in an atlas/on a map or globe?</p> <p>Can they identify the four countries making up the United Kingdom?</p>	<p>Can children describe where countries are in relation to the North and South pole?</p> <p>Can they identify the four countries making up the United Kingdom?</p> <p>Can children identify the capital cities of these places?</p> <p>Can they point out where the equator is?</p> <p>Can children discuss which places are hot and cold based on their position near the equator?</p> <p>Can children use positional language such as North, East, South and West to describe where things are or where they are going?</p> <p>Can children construct a map and choose the most suitable symbols for a map key?</p>	<p>Can they use maps and atlases to locate continents and specific countries?</p> <p>Can they name a number of countries in the Northern Hemisphere?</p> <p>Can they name and locate some well-known European countries?</p> <p>Can they use maps and atlases to locate volcanoes, naming where they are in the world?</p>	<p>Can they locate and name neighbouring counties and cities around Dorset?</p> <p>Can children find and name rivers in the UK?</p> <p>Can children locate the longest rivers in the world?</p> <p>Can they name and locate many of the world’s major rivers on maps?</p> <p>Can they use appropriate symbols to represent different physical features on a map?</p> <p>Can they recognise the 8 points of the compass?</p> <p>Can they use 4 figure grid references to locate positions on a map?</p>	<p>Can they locate and name, counties and cities around the UK on a map, globe and in an atlas?</p> <p>Can they describe these place locations in comparison to other countries/cities?</p> <p>Can they use different types of maps to locate towns and describe locational features?</p> <p>Can they locate the Americas on a map, along with capital cities and various geographical features?</p> <p>Can they locate the USA and Canada on a world map, globe and in an atlas?</p> <p>Can they use the 8 points of a compass to describe a planned route?</p>	<p>Can they identify and name the Arctic Circle and Antarctic on a map, globe and in an atlas?</p> <p>Can they locate the Northern hemisphere, Southern hemisphere, equator and lines of longitude and latitude on a map?</p> <p>Can they locate the Tropic of Cancer and the Tropic of Capricorn on a map?</p> <p>Can they locate and name the main countries of Europe and explain why and how countries changed as a result of a major world event?</p> <p>Can they use accurate keys and symbols when looking at OS maps?</p> <p>Can they use 6 figure grid references to describe places and journeys?</p>
Physical Geography						
<p>Can they use geographical language to describe their local area such as sea, beach, hill, etc.?</p> <p>Can they identify different types of weather?</p> <p>Can children begin to describe similarities and differences between England and another country using geographical words?</p>	<p>Can they use geographical language to describe places on a world map (desert, sea, jungle)?</p> <p>Can they describe a place outside Europe using geographical words e.g. ‘season, weather’?</p> <p>Can they find some hot and cold places on a map?</p> <p>Can they explain how the weather changes with each season?</p> <p>Can children begin to describe the differences between the UK and a non-European country?</p>	<p>Can children identify physical features of the local area on an aerial map?</p> <p>Can they name key physical features associated with a town near the beach e.g. ‘beach, cliff, ocean and mountain’?</p> <p>Can children label images using physical geographical language?</p>	<p>Can they talk about some of the world’s most famous volcanoes and mountains?</p> <p>Can they describe how volcanoes are created?</p> <p>Can they describe how earthquakes are created?</p>	<p>Can they explain how the water cycle works?</p> <p>Can they label the parts of a river?</p> <p>Can they explain how a river is formed?</p> <p>Can they explain why many cities of the world are situated by rivers and why people are attracted to live by them?</p> <p>Can they explain why water is such a valuable commodity?</p>	<p>Can they explain what a climate zone is?</p> <p>Can they explain how and why climates vary around the world?</p> <p>Can they compare the geographical similarities and differences of different growing climates around the world?</p> <p>Can they describe the physical features of America (e.g. deserts)?</p> <p>Can they compare the geography of a place in the UK to that of one in America?</p>	<p>Can they explain a biome is?</p> <p>Can they explain what a vegetation belt is?</p> <p>Can they give extended descriptions of the similarities and differences between biomes across the world?</p> <p>Can they give extended descriptions of the physical features of two places around the world?</p> <p>Can they use maps, aerial photos, plans and web resources to describe what the locality of a place might be like?</p>
Human Geography						
<p>Can children name key features of the school’s surroundings e.g. shops, houses, and other types of building?</p> <p>Can they explain what they might wear in a hot or cold place?</p> <p>Can children talk</p>	<p>Can they name key features associated with a town or village, e.g. ‘church, farm, shop, house’?</p> <p>Can children begin to describe the differences between the UK and a non-European country?</p> <p>Can they explain why they would wear different clothes at different times of year?</p>	<p>Can children identify human features of the local area on an aerial map?</p> <p>Can they describe some human features of their own locality, such as key places people visit?</p>	<p>Can they describe how volcanoes have an impact on people’s lives?</p>	<p>Can they describe the main physical features of a well-known city?</p> <p>Can they describe the main features of a village?</p> <p>Can children list and describe different types of settlements in modern Britain?</p> <p>Can they explain why people are attracted to live in cities/towns?</p> <p>Can they explain why</p>	<p>Can they identify the different types of land use in the Americas?</p> <p>Can they explain where and how crops are grown and how climate affects the growth of different crops?</p> <p>Do they understand how agriculture contributes to the economy?</p> <p>Do they understand the impact that large companies have on the</p>	<p>Build on Yr 4 knowledge of different types of settlements – Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p>

<i>about some similarities and differences between the local religious and cultural community and that of another country?</i>				<i>people may choose to live in a village rather than a city? Can they describe the difference between early settlements and towns today?</i>	<i>lives of their workers (Fairtrade)? Can they give an extended description of the human features of different places around the world and compare them to our own? Can they describe the human features of the Americas?</i>	
<b>Geographical Enquiry</b>						
<i>Can they observe and record the weather?</i>	<i>Can they answer questions about the weather? Can they discuss things they see on their trip to the beach?</i>	<i>Can they label a diagram or photograph using some geographical words? Can they talk about an environmental issue they see in their local area?</i>	<i>Can they record their findings in an appropriate way? Can they compare data collected with data from another country?</i>	<i>Can they analyse different sets of data from contrasting countries? Can they present data they had collected in an accurate graph?</i>	<i>Can they collect information about a place and use it in a report?</i>	<i>Can they ask questions relating to a popular debate and follow a line of enquiry? Can they choose the best way to collect information needed and decide the most appropriate units of measure? Can they make careful measurements? Can they analyse this data and compare it to past data?</i>
<b>Fieldwork</b>						
<i>Can children use positional vocabulary to describe where they are going or where something is located e.g. ‘near, far, left, right and behind’? Can children use directional vocabulary to find places in school? Can children follow simple instructions to locate places in school?</i>	<i>Can children use positional vocabulary to describe where they are going or where something is located e.g. ‘near, far, left, right and behind’? Can children use directional vocabulary to find places in school? Can children follow simple instructions to locate places in school?</i>	<i>Can they describe some physical features of their own locality? Can they observe the area surrounding their school environment? Can they explain what makes a locality special?</i>	<i>Can they use digital technology to observe and record what they find and see? Can they sketch a local landscape? Can they begin to take careful measurements?</i>	<i>Can they accurately measure and collect information (e.g. traffic survey)? Can children use observations of the local area to collect data? Can children accurately note down what they see?</i>	<i>Can they explain how local land use has changed over time? Can they identify certain physical features and climates in the local area that would attract certain animals? Can they collect and measure data in the local area? Can they represent their data accurately, using graphs?</i>	<i>Can they identify how the local area has changed? Can they sketch important places in London?</i>
<b>Non-Negotiables – Topic Books</b>						
<i>Evidence of ability to use geographical language recorded e.g. in learning diaries on Tapestry.</i>	<i>Clear geography related WAGBAT for each lesson.</i>	<i>Clear geography related WAGBAT for each lesson.</i>	<i>Clear geography related WAGBAT for each lesson.</i>	<i>Clear geography related WAGBAT for each lesson.</i>	<i>Clear geography related WAGBAT for each lesson.</i>	<i>Clear geography related WAGBAT for each lesson.</i>
<i>One fieldwork opportunity where children can explore and describe their surroundings.</i>	<i>Evidence of use of geographical language in books.</i>	<i>Evidence of use of geographical language in books.</i>	<i>One fieldwork opportunity where children can record their observations using technology.</i>	<i>One fieldwork opportunity where children can measure and collect information.</i>	<i>One fieldwork opportunity where children can collect data.</i>	<i>One fieldwork opportunity where children can collect data.</i>
<i>Opportunities to create maps using a variety of materials throughout the year.</i>	<i>One fieldwork opportunity where children can explore and describe their surroundings.</i>	<i>One fieldwork opportunity where children can record their observations.</i>	<i>Evidence of progression of mapwork.</i>	<i>Evidence of progression of mapwork.</i>	<i>Evidence of progression of mapwork.</i>	<i>Evidence of progression of mapwork.</i>
	<i>Evidence of progression of mapwork.</i>	<i>Evidence of progression of mapwork.</i>	<i>Final piece of work recorded each term (when geography is taught).</i>	<i>Final piece of work recorded each term (when geography is taught).</i>	<i>Final piece of work recorded each term (when geography is taught).</i>	<i>Final piece of work recorded each term (when geography is taught).</i>
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<b>Composite Curriculum Goals</b>						
<b>Autumn</b> To draw a picture of their street including some geographical features.  <b>Spring</b> Plan a celebration for Chinese New Year.  <b>Summer</b> Create a map of a journey.	<b>Autumn</b> Labelling physical and human geography on an aerial photograph.  <b>Spring</b> Creating a 3D map of the local area with a key. Comparison between the geography of London and Weymouth. Identify the continents and oceans on a map.  <b>Summer</b> Comparison of geography between Africa and England. Use positional and directional vocabulary to locate things and places in school.	<b>Autumn Term</b> N/A  <b>Spring Term</b> Identify the continents and oceans on a map. Locate and mark on certain countries/cities of interest in relation to the north and south pole.  Creating a world map of the different climates and locating the equator.  <b>Summer Term</b> Comparison between the geography of Weymouth and Sydney. Creating their own map of the local area labelling the human and physical geography.	<b>Spring Term</b> Double page spread on Italian volcanoes, mountains and earthquakes (History/Geography books).  <b>Summer Term</b> Where in the world are we? Double page spread (History/Geography books)	<b>Autumn Term</b> <i>Enquiry question: How did the human and physical features of the Roman Empire impact on Britain and other territories within the Empire? (In books)</i>  <i>Why are many cities of the world situated by rivers and why are people attracted to live by them?</i>  <b>Spring Term</b> <i>Presentation of a neighbouring county or city around Dorset. (Multimedia presentation)</i>  <b>Summer Term</b> <i>Data collection and analysis of different sets of data from contrasting countries.</i>	<b>Autumn</b> Double page spread <i>Where in the world have medical developments that impacted on the UK been made?</i>  <b>Spring</b> Double page spread <i>How does climate and geographical features impact on land use in the Americas?</i>  <b>Summer</b> N/A	<b>Autumn</b> <i>Explain why ancient civilisations developed in the locations that they did.</i>  <b>Spring</b> Double page spread: <i>Describe key aspects of human geography covered in Metropolis unit.</i>  <b>Summer</b> Label a world map to show all locational knowledge they have gained (e.g. hemispheres, tropics, time zones, ocieans etc.)

<b>Vocabulary</b>		
Map/atlas/globe Similarities and differences Near, far, left, right Oceans Continents Weather Seasons United Kingdom Country Capital City Key Town/village/church/farm/shop Beach/cliff/forest/river/vegetation Equator North and South Poles North, South, East and West Features Route Photographs Images Landmarks Environment Community	Map/atlas/globe Northern and Southern Hemisphere Countries Continent River Volcano Mountain County City Tropic of Capricorn and Tropic of Cancer Compass 4 figure grid Earthquake Water cycle Settlements Towns/villages Data Graph Technology Sketch Landscape Measurement Observations Information	Map/atlas/globe County City Country River Location Compass Arctic and Antarctic circle Northern and Southern Hemisphere Equator Longitude and latitude 6 figure grid OS map Climate/climate zone Biome Vegetation belt Aerial photographs Land use Crops Agriculture Economy Fairtrade Settlement Natural resources Transport Report Debate Measurement Data Sketch
<b>Visits/Visitors and websites</b>		
<b>Visitors</b> RNLI People/relatives that are from or have lived in other places Environmentalists Explorers/mountain climbers Geologists Local secondary school/college geography teachers	<b>Visits</b> Local castles – Corfe, Sandsfoot, Portland, Lulworth Portland Bill Lulworth Cove The Roman Baths Durdle Door Kimmeridge Bay Lorton Meadows Conservation Centre and Nature Reserve Jordan Hill Roman Temple Dorset Museum The Dinosaur Museum Spyway Dinosaur Footprints  <a href="https://www.visit-dorset.com/things-to-do/heritage-and-culture/ancient-sites">https://www.visit-dorset.com/things-to-do/heritage-and-culture/ancient-sites</a>	<b>Websites</b> <a href="https://www.geography.org.uk/">https://www.geography.org.uk/</a> <a href="https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography">https://www.gov.uk/government/publications/research-review-series-geography/research-review-series-geography</a> <a href="https://www.rgs.org/schools/teaching-resources/">https://www.rgs.org/schools/teaching-resources/</a>