



Geography Enquiry				
	<u>Location Knowledge</u>	<u>Place Knowledge</u>	<u>Human and Physical Geography</u>	<u>Geographical skills and fieldwork</u>
Nursery	<ul style="list-style-type: none"> Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world Know that there are different countries in the world & talk about the differences they have experienced or seen in photos 	<ul style="list-style-type: none"> Talk about some of the things they have observed in different places Comments & asks questions about aspects of their familiar world such as the place where they live or the natural world Make imaginative & complex 'small worlds' with blocks & construction kits, such as a city with different buildings & a park 	<ul style="list-style-type: none"> Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. Identify seasonal patterns – focusing on plants and animals. Begin to understand the effect their behaviour can have on the environment 	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Find out about their environment and talk about features they like and dislike. Use diverse range of props, photos, books to notice & talk about similarities & differences
Reception	<ul style="list-style-type: none"> Observe, find out about and identify features in the place they live and in the natural world. Find out about their environment and talk about those features they like/dislike. Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in their observations. Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. Recognise some environments that are different to the one in which they live 	<ul style="list-style-type: none"> Observe and identify features in the place they live and the natural world. Talk about features. Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution' Recognise some similarities & differences between life in this country & life in other countries 	<ul style="list-style-type: none"> Explore their local environment and talk about the changes they see. Talk about the similarities and differences between them and their friends and well as looking at photos of children and places around the world. Explain that human activity can influence and impact on the world, meaning that things happen as a result of our actions Understand the effect of changing seasons on the natural world around them 	<ul style="list-style-type: none"> Examine change over time. Pose carefully framed open-ended questions, such as "How can we...?" or "What would happen if...?".. Describe some actions which people in their own community do that help to maintain the area they live in. Draw information from a simple map Interpret range of sources of geographical information, including maps, globes, photographs
Year 1	<p><u>The United Kingdom</u> <i>A place in the UK – where is the best place to live and why?</i></p> <p><u>Locational Knowledge</u> Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.</p> <p><u>Place Knowledge</u> To compare geographical similarities and differences between Oldbury and another areas of the UK (E.g. London)</p> <p><u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, mountain, sea, ocean, hill, river, valley, key human features, including: port, harbour and shop <p><u>Geography Skills and Fieldwork</u> To use world maps, atlases and globes to locate the world's continents.</p>	<p><u>Down at the Bottom of the Deep Blue Sea</u> <i>Why is there so much water on our earth?</i></p> <p><u>Location Knowledge</u> Name and locate the world's five oceans.</p> <p><u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, sea, ocean, hill, river key human features, including: port, harbour <p><u>Geography Skills and Fieldwork</u> To use world maps, atlases and globes to locate the world's oceans.</p>	<p><u>Fun on the Farm</u> <i>What are the different types of farm and why are farms important?</i></p> <p><u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> key physical features, including: soil, vegetation, key human features, including: farm <p><u>Geography Skills and Fieldwork</u> To use locational and directional language (for example, near and far; left and right) to describe the location of features and routes on a map.</p> <p>Draw picture maps of imaginary places and from stories</p> <p>Use own symbols on imaginary map.</p> <p>Use plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Formulate and use a simple tally charts to gather data.</p>	



	<p>To use world maps, atlases and globes to locate the United Kingdom and its countries on a map of the world and of Europe.</p>		
<p>Year 2</p>	<p style="text-align: center;"><u>Settlements, Villages, Towns and Cities</u></p> <p style="text-align: center;"><i>What is it like to live in the town of Oldbury and how does it compare to living in a village or city?</i></p> <p><u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, house, office</p> <p><u>Geography Skills and Fieldwork</u> To use maps and atlases to locate: - Villages, towns and cities within UK</p> <p>To use simple compass directions (North, South, East, West) to describe the location of features and routes on a map.</p> <p>Draw a map of Oldbury (add details from aerial photograph recognising landmarks and basis human and physical features)</p> <p>Begin to understand the need for a key.</p> <p>Use class agreed symbols to make a simple key.</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features in our local area.</p> <p>To use simple observational skills to study the key human and physical features of the school and its surrounding environment.</p> <p>Use simple fieldwork skills to observe and measure rainfall in Oldbury.</p>	<p style="text-align: center;"><u>Wild Weather</u></p> <p style="text-align: center;"><i>How does the weather change throughout the year?</i></p> <p><u>Place Knowledge</u> To compare geographical similarities and differences between two areas of the UK.</p> <p>To compare geographical similarities and differences between Oldbury and a non-European country (weather in polar regions)</p> <p><u>Human and Physical Geography</u> 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.</p> <p>Use basic geographical vocabulary to refer to: key physical features, including: season and weather key human features, including: city, town, village, factory, house, office,</p> <p><u>Geography Skills and Fieldwork</u> To use maps, atlases and globes to locate: - The equator - Polar regions</p>	<p style="text-align: center;"><u>All Around The World</u></p> <p style="text-align: center;"><i>What are the similarities and differences of different areas of the world?</i></p> <p><u>Location Knowledge</u> Name and locate the world's seven continents and recap knowledge of the five oceans.</p> <p><u>Place Knowledge</u> To compare geographical similarities and differences between Oldbury and a non-European country (Nepal)</p> <p><u>Human and Physical Geography</u> Use basic geographical vocabulary to refer to: key physical features, including: forest, key human features, including: city, town, village</p> <p><u>Geography Skills and Fieldwork</u> To use maps and atlases to locate: - The world's seven continents - The five oceans - Range of countries around the world</p> <p>Use aerial photographs to recognise landmarks and basic human and physical features in countries around the world.</p>



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Year 3	Stone Age to Iron Age <i>Where did early humans settle from the Stone Age to Iron Age and what was it like there?</i>	Feeling hot, hot, hot! (Egypt) <i>Why is it so hot in Egypt?</i>	Greece <i>Why do people want to go on holiday to Greece?</i>
	<p><u>Location Knowledge</u> To know about some of the human, physical and topographic features of some historic geographical regions within the UK (e.g. Orkney, Chysauster, Skara Brae, Cumbria, Cornwall)</p> <p>To know about land-use patterns in the UK and understand how these have changed over time.</p> <p><u>Place Knowledge</u> To understand geographical similarities and differences through the study of human and physical geography of a region in the UK (Cornwall)</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - human geography, including: settlements, land-use <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases and globes to locate countries and describe features studied (United Kingdom)</p> <p>Use the 8 points of a compass.</p> <p>Create geographical plans to record and present the human and physical features of Chysauster Ancient Village.</p>	<p><u>Location Knowledge</u> Locate the world's countries using maps, including: Egypt</p> <p>To know some key topographical features of Egypt (e.g. Sahara Desert)</p> <p>Identify the position and significance of latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Place Knowledge</u> To understand geographical similarities and differences through the study of human and physical geography of country in Africa.</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases and globes to locate countries and describe features studied (Egypt)</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.</p>	<p><u>Location Knowledge</u> Locate the world's countries using maps, including: Greece</p> <p>To know about the environmental regions, key physical and human characteristics, key topographical features, countries, and major cities within Europe.</p> <p>To 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> <p><u>Place Knowledge</u> To understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece)</p> <p><u>Human and Physical Geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones - human geography, including: settlements, land-use, economic activity <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases and globes to locate countries and describe features studied (Greece)</p> <p>Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian.</p> <p>Gather data to measure and track weather patterns.</p>



Year 4	<p><u>A Taste of Italy</u> <i>What is it like to live in Italy today?</i></p>	<p><u>Sensational Scandinavia</u> <i>Where did the Anglo-Saxons come from and what is it like there (then and now)?</i></p>	<p><u>The Great Expedition</u> <i>Where did Sir Francis Drake go on his exhibition and what did he find there?</i></p>
	<p><u>Location Knowledge</u> Locate the world's countries using maps, including: Italy</p> <p>To know about the environmental regions, key physical and human characteristics, topographical features, countries, and major cities within Europe.</p>	<p><u>Location Knowledge</u> Locate the world's countries using maps, including: Denmark, Norway, Sweden, Finland (Focus on Europe)</p> <p>To know about the environmental regions, key physical and human characteristics, countries, and major cities within Europe.</p>	<p><u>Location Knowledge</u> Locate the world's countries using maps to focus on North and South America.</p> <p>To know about the environmental regions, key physical and human characteristics, countries, and major cities within North and South America.</p>
	<p><u>Place Knowledge</u> To understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region in a European country (Rome). 	<p><u>Place Knowledge</u> To understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region in a European country (Scandinavia) 	<p><u>Place Knowledge</u> To understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region within North America and a region within South America (Anchorage, Alaska and Rio de Janeiro)
	<p><u>Human and Physical Geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: volcanoes, mountains, earthquakes, rivers - human geography, including: land-use, settlements, trade links. 	<p><u>Human and Physical Geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate zones - human geography, including: land-use, settlements, trade links, economic activity. 	<p><u>Human and Physical Geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: climate, biomes,
<p><u>Geographical Skills and Fieldwork</u> Use maps, atlases and globes to locate countries and describe features studied (Italy)</p>	<p><u>Geographical Skills and Fieldwork</u> Use maps, atlases and globes to locate countries and describe features studied (Scandinavia)</p> <p>To record and present climate information about Scandinavia on a simple graph.</p>	<p><u>Geographical Skills and Fieldwork</u> Use maps, atlases and globes to locate countries and describe features studied (North and South America)</p> <p>Use four figure grid references.</p>	



Year 5	<p><u>Mesoamerica/Central America (Mayans)</u> <i>Where did the Mayans live and what was it like there, then and now?</i></p>	<p><u>Benin</u> <i>Where is Benin and how has it changed over time?</i></p>	<p><u>Inside India</u> <i>What is life like in India?</i></p>
	<p><u>Location Knowledge</u> Locate the world's countries, using maps to focus on North and South America.</p> <p><u>Place Knowledge</u> To understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region within North and South America <p><u>Human and Physical Geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - human geography, including: settlements, trade links, distribution of food <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth, DigiMap) to locate countries and describe features studied (Central America)</p> <p>Use four and six figure grid references.</p> <p>Use map elements of legend, compass and scale to find distances and direction between significant geographical points.</p> <p>Use symbols and keys, including the use of Ordinance Survey maps</p>	<p><u>Location Knowledge</u> Locate the world's countries, using maps to focus on Africa (Benin).</p> <p><u>Place Knowledge</u> To understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region within Africa (Benin) <p><u>Human and Physical Geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: biomes, vegetation belts, rivers, water cycle - human geography, including: trade links, distribution of minerals, distribution of water <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth, DigiMap) to locate countries and describe features studied (Benin)</p>	<p><u>Location Knowledge</u> Locate the world's countries, using maps to focus on Asia (India).</p> <p><u>Place Knowledge</u> To understand geographical similarities and differences through the study of human and physical geography of:</p> <ul style="list-style-type: none"> - a region within Asia (India) <p><u>Human and Physical Geography</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: mountains, rivers - human geography, including: land use <p><u>Geographical Skills and Fieldwork</u> Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth, DigiMap) to locate countries and describe features studied (India)</p>



Year 6	<u>The Industrial Revolution</u>	<u>Changes Since WWII</u>	<u>The Earth Speaks</u>
	<p><i>Where is the Black Country and how has the land changed over time?</i></p> <p><u>Location Knowledge</u></p> <p>Name and locate counties and cities of the UK.</p> <p>To know about environmental regions, key physical and human characteristics, countries, and major cities in the UK.</p> <p>To know about land-use patterns in the Black Country and understand how these have changed over time.</p> <p><u>Physical and Human Geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - human geography, including: land use, distribution of energy <p><u>Geographical Skills and Fieldwork</u></p> <p>Use digital technologies (digital cameras) observe and record human and physical features of the Black Country.</p> <p>Create sketch maps to record and present the human and physical features of the Black Country.</p> <p>To record and present population changes in the Black Country using line graphs.</p>	<p><i>How have the geographical features of the world changed since World War II?</i></p> <p><u>Location Knowledge</u></p> <p>Locate the world's countries using maps, including: Russia, Germany, Italy, France, Great Britain, China, Japan, USA (Hawaii)</p> <p>To know about the different geographical regions within the UK and identify their human and physical characteristics.</p> <p>To identify key topographical features and land-use patterns in the UK and understand how these have changed over time.</p> <p>To know about the key physical and human characteristics of part of North America.</p> <p><u>Physical and Human Geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: volcanoes, mountains, earthquakes <p><u>Geographical Skills and Fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth, DigiMap) to locate countries and describe features studied: Russia, Germany, Italy, France, Great Britain, China, Japan, USA (Hawaii)</p> <p>Use four and six figure grid references.</p> <p>Use symbols and keys, including the use of Ordnance Survey maps, to observe features of the UK, post-WWII.</p>	<p><i>How does the earth show us we are not looking after it properly?</i></p> <p><u>Location Knowledge</u></p> <p>Locate the world's countries using maps, including: USA (California, Alaska), Italy, Nepal, Tanzania, India, Egypt, France, Japan. Switzerland, Argentina, Morocco.</p> <p>To identify key topographical features (including hills, mountains, coast and rivers) around the world.</p> <p><u>Physical and Human Geography</u></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> - physical geography, including: volcanoes, mountains, earthquakes - human geography, including: land use, distribution of energy <p><u>Geographical Skills and Fieldwork</u></p> <p>Use maps, atlases, globes and digital/computer mapping (e.g. Google Earth, DigiMap) to locate countries and describe features studied: USA (California, Alaska), Italy, Nepal, Tanzania, India, Egypt, France, Japan. Switzerland, Argentina, Morocco.</p> <p>To measure physical features using topographical maps.</p>