



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

<b>EYFS 2020 / 2021</b>						
<b>Christian Value of the term:</b>	<b>COMMUNITY</b>	<b>PEACE</b>	<b>WISDOM</b>	<b>HOPE</b>	<b>DIGNITY</b>	<b>JOY</b>
<b>Outcomes</b>	<b>Understanding the World: The World (30-50 months):</b> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Shows care and concern for living things and the environment.	<b>Understanding the World: The World (40-60 months):</b> Looks closely at similarities, differences, patterns and change.			<b>Understanding the World: The World (ELG):</b> Children know about similarities and differences in relation to places. They talk about the features of their own immediate environment and how environments might vary from one another.	
<b>Year 1 2020 / 2021</b>						
<b>Christian Value of the term:</b>	<b>COMMUNITY</b>	<b>PEACE</b>	<b>WISDOM</b>	<b>HOPE</b>	<b>DIGNITY</b>	<b>JOY</b>
	<b>Have you ever been lost?</b>	<b>Up, up and away!</b>	<b>Polar bears or penguins</b>	<b>Sun hats or Umbrellas?</b>	<b>What if I live in....</b>	<b>What if I live in...</b>
<b>Outcomes</b>	<p>Begins to understand place within the immediate setting of their classroom.</p> <p>Can understand that some areas are connected with a particular type of activity, and why this is.</p> <p>Can discuss specific areas / preferences within class.</p> <p>Begins to relate the physical environment to a plan.</p> <p>Can use and interpret a simple plan.</p> <p>Can understand that a plan can represent a physical area.</p>	<p>Can consider and discuss different means of transport.</p> <p>Know which forms of transport can be used for travel over land, water and in the air.</p> <p>Can locate on the map the four countries which make up the UK.</p> <p>Can locate and name the major seas around the UK.</p> <p>Can name the capital of each of the four countries in the UK.</p> <p>Knows about the country in which they live and it's place in the world.</p>	<p>Can locate the North and South Poles, the Arctic and Antarctic on a globe.</p> <p>Can understand where they are in Great Britain.</p> <p>Knows about key features of the North Pole.</p> <p>Can understand that the North Pole is frozen sea water in the Arctic Ocean.</p> <p>Can understand that some people live beyond the Arctic Circle.</p> <p>Able to discuss how people live within the Arctic Circle,</p>	<p>Can name different types of weather.</p> <p>Can recognise symbols for weather types.</p> <p>Can record daily weather patterns.</p> <p>Can identify items of clothing and other objects suited to hot, cold and wet conditions.</p> <p>Has some understanding of seasonal weather patterns.</p> <p>Knows the four seasons and can describe the weather in each season.</p>	<p>Introduction to an urban (town) setting.</p> <p>Can use simple maps to locate places.</p> <p>Knows and understands some simple geographical vocabulary to describe place.</p> <p>Begins to understand the difference between human and physical features.</p> <p>Begins to understand that there are similarities and differences between urban and rural settings.</p>	<p>Introduction to a rural setting.</p> <p>Can use simple maps to locate places.</p> <p>Knows and understands some simple geographical vocabulary to describe a place and its features.</p> <p>Begins to understand that there are similarities and differences between urban and rural settings.</p> <p>Can use simple maps to locate places.</p> <p>Knows and understands geographical vocabulary to</p>



**NUTFIELD CHURCH CE PRIMARY SCHOOL**  
**GEOGRAPHY CURRICULUM OVERVIEW 2020/2021**

	<p>Can extend their use of positional language.</p> <p>Can understand that a plan can represent a physical area in 2D form.</p> <p>Can understand that symbols are used in a key and that these represent physical features on a plan.</p> <p>Can use and extend use of positional vocabulary.</p> <p>Can communicate ideas with others.</p> <p>Can relate ideas through practical experience. Experiences N, S, E and W in various ways.</p> <p>Can understand that symbols give meaning and represent areas / objects.</p> <p>Can identify places through recognisable symbols.</p>	<p>Begins to understand the concept of aerial views.</p> <p>Can understand a journey line and how geographical features can change throughout a journey.</p> <p>Knows how to create a journey line.</p> <p>Begins to develop their use of geographical vocabulary.</p> <p>Begins to identify characteristics of physical and human geography. Knows that London is the capital of England.</p> <p>Can recognise and talk about well-known landmarks in London.</p> <p>Learns about and can identify landmarks from where they live, their local town or city, or the capital of their country.</p>	<p>including food, dress, homes and travel.</p> <p>Knows about the life cycle of the polar bear and how it moves around.</p> <p>Can understand that the area changes as ice melts and moves.</p> <p>Begins to understand interdependence (for example, man – polar bear – seal)</p> <p>Knows that Polar bears live near the North not South Pole, and that penguins live near the South not North Pole.</p> <p>Can understand the life cycle of a penguin.</p> <p>Can discuss how penguins and others live in these conditions.</p> <p>Can identify the similarities and differences between the North and South Poles.</p>	<p>Knows simple vocabulary to describe different types of rain.</p> <p>Able to discuss where the rain goes.</p> <p>Can understand that some countries are very cold and other countries are much hotter and drier.</p> <p>Can locate the Equator.</p> <p>Can identify differences between hot and cold areas and can recognise some physical differences.</p>	<p>Knows and understands a geographical vocabulary related to urban areas.</p> <p>Can identify different types of housing.</p> <p>Able to discuss what life is like in a town.</p> <p>Can understand what a park is and how parks can differ in their usage.</p> <p>Can understand that within towns and cities often spaces are left for recreation. Knows why and how this can be important.</p> <p>Knows the types of shop found in the chosen urban area.</p> <p>Knows where and can locate different shops found in the town.</p> <p>Can discuss the need for amenities such as emergency services, hospitals and schools.</p>	<p>describe a place and its features.</p> <p>Begins to understand and can express some basic differences between urban and rural settings.</p> <p>Knows what a farm is.</p> <p>Can understand that farms are different in size and what is produced.</p> <p>Can understand that farms provide food for others. Can understand that seas and lakes can be farmed.</p> <p>Can understand that country and coastal areas can be visited by others for recreation.</p> <p>Can understand that tourism plays a part in towns.</p> <p>Can work cooperatively to demonstrate their knowledge through creating a rural landscape / scene using a variety of methods.</p> <p>Knows and can use simple geographical vocabulary to label their rural landscape.</p> <p>Can understand basic differences between urban and rural settings.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<b>Progression in geographical skills</b>	
<b>Using and interpreting maps</b>	To use a simple map to move around the school. To recognise that a picture map is about a place.
<b>Drawing maps</b>	To draw picture maps with label of places they know, or imaginary places or places from stories.



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

<b>Symbols and representations</b>	To use own symbols on an imaginary map.				
<b>Plan view and perspective</b>	To draw around objects to make a plan. To recognise shapes in a plan.				
<b>Scale / Distance</b>	To use relative vocabulary (such as bigger / smaller).				
<b>Map purpose and use</b>	To understand the purpose of a map is to show 'where'. To gather information from picture maps. To begin to spatially match places.				
<b>Style of map</b>	To use picture maps and globes.				
<b>Direction and location</b>	To use and follow simple directions (up, down, left, right, forwards, backwards) To introduce four cardinal points (N, S, E, W). To use simple maps to locate and identify the countries of the UK and the capitals and seas around it. To use simple word maps and globes to identify and locate the seven continents and five oceans. To use simple world maps to place the UK in a world context.				
<b>VISITORS AND VISITS</b>					Ladyland farm visit



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

<b>Year 2 2020 / 2021</b>						
<b>Christian Value of the term:</b>	<b>COMMUNITY</b>	<b>PEACE</b>	<b>WISDOM</b>	<b>HOPE</b>	<b>DIGNITY</b>	<b>JOY</b>
	<b>What is there around me?</b>	<b>Is it really round?</b>	<b>A visit to China</b>	<b>Which way shall I go?</b>	<b>Where in the world?</b>	<b>Where shall we go?</b>
<b>Outcomes</b>	<p>Can devise a simple map to show their journey to school.</p> <p>Can depict key features on a map, using agreed symbols.</p> <p>Can undertake a traffic survey.</p> <p>Can collate and interpret the information gathered.</p> <p>Can comment upon whether or not their findings have an impact on their surroundings.</p> <p>Knows different modes of transport available such as by car, bus, train, aircraft and ferry.</p> <p>Uses maps to identify places where transport could be accessed.</p> <p>Collects information about local shops.</p> <p>Understands that some items are local and others are shipped from overseas.</p> <p>Can identify local landmarks and buildings.</p> <p>Can use appropriate geographical vocabulary.</p>	<p>Familiar with a globe and can identify the seven continents, the United Kingdom and the five oceans.</p> <p>Can use aerial photographs and satellite images to support their understanding.</p> <p>Can understand that if they travel from their school in one direction, east or west (using a compass), they will eventually return to where they started as the world is a sphere.</p> <p>Can understand that if they travel from their school in one direction, north or south (using a compass), they will eventually return to where they started as the world is a sphere.</p> <p>Can locate continents and some countries and oceans on a journey line around the world.</p> <p>Can understand and interpret a 2D representation of the world in map form.</p> <p>Can locate and name the continents and oceans studied.</p>	<p>Knows where to find China on a world map and globe.</p> <p>Knows some basic facts about the country.</p> <p>Can recognise similarities and differences in a variety of visual images between Beijing and cities/towns in the United Kingdom.</p> <p>Can understand how rice is grown.</p> <p>Can understand the importance of rice as a source of food.</p> <p>Knows about the lives of two different Chinese children: one living in a city, the other in a village.</p> <p>Can understand that although there are similarities, life for a child in Beijing can be very different from that of a child in a small village.</p> <p>Know some aspects of Chinese culture.</p>	<p>Can read a simple map or plan.</p> <p>Can find their way on a journey and identify places using a simple grid system.</p> <p>Able to design a map of an island with grid numbers.</p> <p>Can work together to ask and answer questions using their own maps.</p> <p>Can produce instructions for a visitor wanting to visit their imaginary island.</p> <p>Can use geographical vocabulary to give explanations of landmarks within a tour booklet.</p> <p>Can use globes and world maps to help create a journey line from their school to Kenya, Africa.</p>	<p>Can name places they have visited both in the UK and overseas and find them on a map or globe.</p> <p>Can record the destinations and the means of travel.</p> <p>Knows the origin of a number of items and can plot them on a map.</p> <p>Can use different sources of information to identify where famous landmarks and geographical features are found in the world.</p> <p>Can place landmarks and features on a world map.</p> <p>Can investigate geographical locations using books and web-based tools.</p> <p>Can give an explanation as to why they would like to visit anywhere in the world.</p>	<p>Can locate Africa and Kenya.</p> <p>Knows what a national park is.</p> <p>Can map the journey to Kenya on a globe or world map.</p> <p>Can use information sources to discover how they could travel to Kenya.</p> <p>Can locate the park on a map of Kenya.</p> <p>Knows about Kenya's terrain. Knows about the wet and dry seasons in Kenya and the importance of rain.</p> <p>Knows which animals might be found in the safari park. Can understand that animals move in search of food.</p> <p>Knows that some animals are endangered.</p> <p>Can create a booklet about a national park.</p>



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

	Can discuss reasonable changes to their local environment.					
<b>Progression in geographical skills</b>						
<b>Using and interpreting maps</b>	To follow a route on a map. To use a plan view. To use an infant atlas to locate places.					
<b>Drawing maps</b>	To draw a map of a real or imaginary place.					
<b>Symbols and representations</b>	To begin to understand the need for a key. To use symbols agreed by the class to make a simple key.					
<b>Plan view and perspective</b>	To look down on objects to make a plan view map. To draw round objects 1:1 to get plan view.					
<b>Scale / Distance</b>	To draw objects on table or tray to scale using squared paper 1:1 first, then 1: 2 and so on.					
<b>Map purpose and use</b>	To use a globe to locate land/sea and match with wall maps and pictures. To use an infant atlas. To begin to spatially match places.					
<b>Style of map</b>	To find land/sea on globe. To use teacher-drawn base maps. To use large-scale OS maps. To use an infant atlas.					
<b>Direction and location</b>	To use simple compass points (N,S,E,W) and directional language (near, far) to describe the location of features and routes on a map. To follow directions using compass points. To use simple maps, infant atlases and globes to identify the UK and its four countries and their capital cities. To use simple maps, infant atlases and globes to identify countries of the world. To ask geographical questions: <i>Where is it? What is it like?</i>					
<b>VISITORS AND VISITS</b>	Traffic Survey		Chinese Workshop (tie in with Chinese New Year)			
	Visit to Redhill or Reigate					



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

Year 3 2020 / 2021						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	<b>Investigating our local area (a focused enquiry, covering the use of technology in the local area)</b>	<b>Where does our lunch come from? Around the world in a school lunch!</b>	<b>What on Earth? Our World from the International Space Station.</b>	<b>What's in a region? Comparing the north-west of England with East Anglia</b>	<b>Where and why does the world rumble?</b>	<b>What is special about Malopolska, Poland?</b>
<b>Outcomes</b>	<p>Can describe the uses of technology in the locality.</p> <p>Can identify examples of technology in the locality.</p> <p>Able to plan a route to record examples of technology in the locality.</p> <p>Able to follow a route or trail in the local area.</p> <p>Can record examples of technology in the environment, using a range of techniques.</p> <p>Able to use a structured format to create a simple sketch map.</p> <p>Able to compare sketch maps and plans to identify similarities and differences in format and features recorded.</p> <p>Can create maps and plans with agreed symbols.</p> <p>Able to compare informal and OS symbols.</p>	<p>Knows and can locate countries from where some of their food originates.</p> <p>Knows why food is transported by different methods.</p> <p>Begins to understand what food miles are.</p> <p>Can understand and is able to discuss the environmental impact of transporting food over ever-increasing distances.</p> <p>Knows the cycle of some foods from producer to consumer.</p> <p>Can understand that discharges and emissions from production, processing, packaging, and transport, contribute to 'greenhouse' gases.</p> <p>Can understand what trade involves.</p> <p>Knows and understands the terms 'import' and 'export'.</p> <p>Begins to understand how international trade can benefit richer countries and makes it</p>	<p>Can identify and match features on a globe and world map.</p> <p>Can describe how the world might appear from space and how it can be represented.</p> <p>Can locate features on a world map.</p> <p>Can describe the location, significance and purpose of features on a world map.</p> <p>Can identify key features on a map of the British Isles.</p> <p>Can locate countries and cities of the United Kingdom using maps and satellite imagery.</p> <p>Can locate geographical regions of England and Wales.</p> <p>Can describe human and physical characteristics of some geographical regions.</p> <p>Can locate geographical regions of Scotland and Northern Ireland.</p>	<p>Knows and can explain the difference between the UK, Great Britain and England.</p> <p>Knows the make-up of Great Britain.</p> <p>Can locate England, Wales, Scotland and Northern Ireland on a map of the world / Europe.</p> <p>Knows and can locate the main cities, rivers and mountains of the UK.</p> <p>Can locate and have an overview of nine governmental regions of England.</p> <p>Knows and can explain what counties are and can locate them on a map.</p> <p>Can locate the north-west of England, its countries and major cities.</p> <p>Knows and can locate the uplands and major rivers.</p>	<p>Can name and locate UK and world mountain chains.</p> <p>Able to locate on a map the location of: the tallest six mountains in the world; the tallest six mountains in Europe; major mountain ranges and the tallest mountains in the UK.</p> <p>Can understand how contour lines on an OS map show us the formation of mountains and hills.</p> <p>Can describe how different types of mountain and mountain chain are formed and give examples.</p> <p>Can locate on a map the different types of mountain.</p> <p>Able to describe how volcanoes are formed and give examples.</p>	<p>Can locate Europe on a map of the world.</p> <p>Can locate the region and key features of Malopolska on a map of Poland.</p> <p>Can plan journey and route to Malopolska.</p> <p>Can locate and identify key features of Krakow.</p> <p>Can describe physical and human features on route.</p> <p>Can identify contrasts between an urban and rural locality in Malopolska.</p> <p>Can explain differences in physical features and lifestyle between contrasting locations.</p> <p>Can locate and identify some of the characteristic features of Malopolska.</p> <p>Can describe what makes Malopolska region special.</p> <p>Can undertake a piece of research.</p>



**NUTFIELD CHURCH CE PRIMARY SCHOOL**  
**GEOGRAPHY CURRICULUM OVERVIEW 2020/2021**

	<p>Can present findings to an audience.</p> <p>Creates a digital presentation in an appropriate format for a given audience.</p> <p>Knows how a local business uses technology.</p> <p>Can identify links on a local and global scale.</p> <p>Can record information in an appropriate format.</p> <p>Can present information about a site visit in a given format.</p> <p>Can draw conclusions about the use of technology in the locality.</p>	<p>difficult for poorer countries to escape from poverty.</p> <p>Can understand what 'Fairtrade' means and begins to understand that they, as shoppers, can make trade fairer.</p> <p>Knows about some Fairtrade products and their journey from producer to consumer.</p>	<p>Can describe human and physical characteristics of some geographical regions.</p> <p>Can match images to cities and geographical regions of the United Kingdom.</p>	<p>Knows about the key features of the region and its diversity.</p> <p>Can explain differences in lifestyle between contrasting locations.</p> <p>Understands that East Anglia is part of the East of England region.</p> <p>Can locate the East of England, its counties and major cities.</p> <p>Knows about the key features of East Anglia and its diversity.</p> <p>Can identify similarities / differences between East Anglia and the north-west of England.</p> <p>Can locate cities in north-west of England and East - Anglia and identify features.</p> <p>Can understand how cities have been influenced by economics, industry, trade, artists, music, sport and redevelopment.</p> <p>Can compare and contrast cities in the north-west of England / East Anglia.</p>	<p>Can locate volcanoes on a map.</p> <p>Has an appreciation of the impact of volcanic eruptions on life at both the local and global level.</p> <p>Can understand how weather, animals, plants and human activity are inter-related.</p> <p>Can understand how weather on a mountain changes through the seasons and altitude and how this affects human activity.</p> <p>Knows about issues and conflicts in the uses of mountain environments.</p> <p>Can understand how weather on a mountain changes quickly and with altitude.</p> <p>Knows what an avalanche is and where and why they occur.</p> <p>Knows about, and locate on a map, where the six worst avalanches in history occurred.</p>	<p>Can make a case for a specific aspect of Malopolska in the context of change and environmental sustainability.</p> <p>Can gather information from a range of sources.</p>
<p><b>Progression in geographical skills</b></p>						
<p><b>Using and interpreting maps</b></p>	<p>To locate places on larger-scale maps.</p> <p>To follow a route outside on a large-scale map.</p> <p>To locate places on a globe.</p> <p>To locate photographs of features.</p> <p>To begin to use oblique aerial views.</p>					



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

<b>Drawing maps</b>	To draw a map of a short route.				
<b>Symbols and representations</b>	To know why a key is needed. To use standard symbols on a map. To use conventional map symbols in digital mapping software.				
<b>Plan view and perspective</b>	To use plan view with increasing confidence. To look at a view from a high place. To draw a sketch map of view from a high view point. To use digital mapping software to reinforce.				
<b>Scale / Distance</b>	To draw a simple scale plan of a room with whole numbers (for example, 1cm <sup>2</sup> = 1 square tile on the floor moving onto 1cm <sup>2</sup> = 1m <sup>2</sup> ). To use scale bar on atlas maps. To use paces or tape outside. To begin to match boundaries (for example find same boundary of a country / county on different scale maps).				
<b>Map purpose and use</b>	To begin to use atlas maps and globe. To begin to give maps a purpose. To use index and content pages in atlases. To use map sites on the internet to explore different map types, views and scales. To begin to identify features on aerial / oblique photographs and satellite imagery.				
<b>Style of map</b>	To use large scale OS maps. To begin to use map sites on the internet. To begin to use junior atlases. To begin to identify features on aerial / oblique photographs.				
<b>Direction and location</b>	To use four-compass points to follow/give directions with confidence. To use simple grids. To begin to use letter/number co-ordinates to locate features on a map. To begin to identify significant places and environments stated within KS2 National Curriculum.				
<b>VISITORS AND VISITS</b>		Visit to Nutfield allotment.			



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

Year 4 2020 / 2021						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	Where on Earth?	Why different weather? Weather around the world.	Who are the global caretakers? We are!	What can we discover about our local area?	How do I impact on children and families far away?	Catalonia here we come!
<b>Outcomes</b>	<p>Can locate features on a world map and globe.</p> <p>Can describe the characteristics and significance of some features on a world map and globe.</p> <p>Can identify key features on different world map representations.</p> <p>Can understand / describe how the world has been represented on maps for different purposes and at different times.</p> <p>Can identify day/night on a globe and world map.</p> <p>Understands the differences in time around the world.</p> <p>Knows about the Prime Meridian and the International Date Line.</p> <p>Can use zone information to predict times in different places.</p> <p>Can locate and describe key features and geographical regions of England and Wales.</p>	<p>Knows that the weather is made up of seven elements.</p> <p>Can understand and use different techniques for measuring elements of weather.</p> <p>Can understand and can use different techniques for measuring elements of the weather.</p> <p>Can use spreadsheets to record data / create charts.</p> <p>Can analyse the data, explore inconsistencies in data and make predictions based on previous experience.</p> <p>Knows the difference between climate and weather.</p> <p>Knows why we have night and day, and seasons.</p> <p>Knows and understands time zones.</p> <p>Knows about the climate and way of life in different climatic zones.</p>	<p>Knows that the earth's atmosphere acts like a blanket, protecting the planet and enabling life to exist on Earth.</p> <p>Knows about the Earth's atmosphere, the gases in the atmosphere and its different layers.</p> <p>Knows what fossil fuels are, how they were formed and why they are 'non-renewable' sources of energy.</p> <p>Can understand the impact of burning fossil fuels, including how they produce 'greenhouse' gases and how they impact on the climate.</p> <p>Knows what the carbon cycle is and understands how people are changing the natural balance in the carbon cycle.</p> <p>Begins to form opinions about climate change and global warming.</p> <p>Knows some of the signs of global climate change.</p>	<p>Can explain the concept of change in the locality and give examples of current changes.</p> <p>Can describe how changes may be viewed in different ways by different people or groups.</p> <p>Knows what 'sustainable' change is.</p> <p>Can discuss the idea of sustainable change.</p> <p>Can identify and describe points of view about a controversial or contentious development in a chosen locality; for example, a wind farm.</p> <p>Can gather information in a given time frame using digital and / or non-digital sources.</p> <p>Can plan a route around the locality to explore changes.</p> <p>Can create routes and communicate information using maps, compass points and grid references.</p>	<p>Can identify global links using a range of resources, including 'Globingo'.</p> <p>Can describe personal and whole-class global links.</p> <p>Can explain the origins and journeys of some common items they use and wear.</p> <p>Can locate countries on a world map and identify routes on a map / globe.</p> <p>Can identify the origins of key components of a trainer and their global links.</p> <p>Can explain the geography of a trainer in terms of locations and materials.</p> <p>Can identify and map places where clothing is made.</p> <p>Can describe specific trade links with the United Kingdom.</p> <p>Can describe the working conditions and lifestyle of</p>	<p>Can locate Europe on a world map.</p> <p>Able to name and locate some of the countries in Europe, their capital cities, major rivers and mountain ranges.</p> <p>Knows how places fit into a wider geographical context.</p> <p>Knows about the EU and its members.</p> <p>Can start to formulate own opinions about the EU, based on facts / evidence.</p> <p>Can locate on maps, at a variety of scales: Europe, the UK, Spain, major cities, major rivers, mountains and other physical features.</p> <p>Knows about Spain's diverse landscape, its climate and major industries including tourism, food and festivals.</p> <p>Can locate Catalonia and Barcelona and their own nearest city and own region.</p>



**NUTFIELD CHURCH CE PRIMARY SCHOOL**  
**GEOGRAPHY CURRICULUM OVERVIEW 2020/2021**

	<p>Can explain changes in features / regions.</p> <p>Can locate key features and regions of Scotland and Northern Ireland.</p>	<p>Can locate different climatic zones and specific places around the world on a map.</p> <p>Knows what a biome is and that climate determines world biomes.</p> <p>Knows the major biomes and where they are located.</p>	<p>Knows some of the ways in which climate change may affect people, landscapes and the environment.</p> <p>Can understand how reducing greenhouse gas emissions will contribute to solving global climate change.</p> <p>Knows about some clean-air technologies and renewable energy sources.</p> <p>Can understand how they personally can make a difference, through simple actions such as reducing, reusing and recycling.</p>	<p>Can provide briefing information for another group in relation to local fieldwork.</p> <p>Can follow a trail or route using compass points and grid references on a map.</p> <p>Can record changes in the locality using appropriate means, including mobile technology.</p> <p>Can analyse and interpret information and data gathered during fieldwork.</p>	<p>young workers in textile and similar industries in a chosen developing world locality.</p> <p>Can compare the timeline of a young worker with own timeline for a day/week.</p> <p>Can give reasons why products from developing countries should or should not be bought.</p> <p>Can identify some choices and decisions that may impact on people far away.</p>	<p>Knows what makes Catalonia a unique region in Spain and its desire for independence from the rest of Spain.</p> <p>Knows how to get to Barcelona; the countries they would fly over / drive through, how far it is and how long it would take.</p> <p>Knows about the climate of Barcelona and how the city is changing.</p> <p>Can understand why Barcelona is as it is and how the city has been influenced by art, sports and music.</p> <p>Can plan a programme of activities for a tourist.</p> <p>Can identify differences between Spain / the region of Catalonia, the UK / north-west or East Anglia (Year 3) and Poland /region near Krakow.</p>
--	--------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Progression in geographical skills**

<b>Using and interpreting maps</b>	<p>To locate places on large scale maps (for example, find Spain on a map of Europe, find America on a globe)</p> <p>To follow a route outside on a large scale map with some accuracy.</p> <p>To locate places on a globe (for example Brazil or Alaska).</p> <p>To locate photographs of features with greater accuracy.</p> <p>To use oblique aerial views.</p>
<b>Drawing maps</b>	<p>To try to make a simple scale drawing.</p> <p>To use digital mapping software to record routes and enquiries, including GPS devices.</p>
<b>Symbols and representations</b>	<p>To know why a key is needed.</p> <p>To use standard symbols on a map.</p> <p>To begin to recognise some standard symbols on an OS map.</p> <p>To use conventional map symbols in digital mapping software.</p>
<b>Plan view and perspective</b>	<p>To use plan view with confidence.</p> <p>To look at smaller scale aerial view.</p>



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

	<p>To draw and label a sketch map of a view from a high viewpoint. To use digital mapping software to reinforce.</p>					
<b>Scale / Distance</b>	<p>To draw a simple scale plan of a room with whole numbers (for example, 1cm<sup>2</sup> = 1 square tile on the floor moving onto 1cm<sup>2</sup> = 1m<sup>2</sup>). To use a scale bar on atlas maps. To use paces or tape outside. To begin to match boundaries (for example, find same boundary of a country / county on different scale maps).</p>					
<b>Map purpose and use</b>	<p>To use large and medium scale OS maps ( 1: 1250, 1: 2500 and 1: 10,000). To use thematic maps. To begin to give maps a title to show purpose. To use index and contents page in atlases. To use map sites on the internet to explore different map types, views and scales. To begin to identify features on aerial / oblique photographs and satellite imagery.</p>					
<b>Style of map</b>	<p>To use large and medium scale OS maps. To use junior atlases. To use map sites on the internet. To identify features on aerial / oblique photographs.</p>					
<b>Direction and location</b>	<p>To use four compass points to follow / give directions with confidence and begin to use eight compass points. To use simple grids. To use letter/number coordinates to locate features on a map confidently. To begin to use four-figure co-ordinates to locate features. To begin to identify significant places and environments as stated within KS2 National Curriculum</p>					
<b>VISITORS AND VISITS</b>						<p>Canela Fina; Spanish Primary School workshop and Storytelling.</p>



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

Year 5 2020 / 2021						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	<b>Investigating our local area (Boxhill)</b>	<b>Why on Earth?</b>	<b>How is Alaska changing</b>	<b>Where does our water come from and go to? Water's never ending journey!</b>	<b>Rivers</b>	<b>Sustainable tourism around the world</b>
<b>Outcomes</b>	<p>Can identify reasons why information about a locality (for example websites) might be created.</p> <p>Can produce a storyboard of ideas for a brochure about the local area.</p> <p>Using a given route, identify sites and features to be recorded.</p> <p>Can plan and undertake a risk assessment for local field work trail.</p> <p>Can use maps, compass points and grid references when planning a local route.</p> <p>Able to follow a route and record sites and features for different purposes.</p> <p>Can make decisions and choices about data and images to be collected for different audiences and purposes.</p> <p>Able to carry out fieldwork showing an awareness of risks and precautions.</p>	<p>Can identify features on a world map and globe.</p> <p>Can describe the characteristics and significance of some previously studied features on a world map and globe.</p> <p>Can identify major cities in Europe and North and South America.</p> <p>Can identify the key features and characteristics of cities using maps, satellite imagery and visual images.</p> <p>Can give reasons why cities grow and spread.</p> <p>Can describe the impact of urban sprawl evidenced by satellite imagery.</p> <p>Can describe the location. key features of a chosen city in Europe or North or South America.</p> <p>Can describe settlement patterns in area / region of a major city.</p> <p>Can identify the settlement hierarchy in an area / region or Europe or North or South America.</p>	<p>Can locate and identify the countries and major regions of North America.</p> <p>Can identify Alaska in relation to climate zones, Arctic Circle and time zones.</p> <p>Can make predictions about Alaska's features / climate based on maps and images.</p> <p>Can gather information and raise questions about Alaska.</p> <p>Can use travel information and weather/climate data to plan for a visit to locations in Alaska.</p> <p>Can describe the features of Anchorage and southern Alaska.</p> <p>Able to explain the significance of key physical features, such as glaciers and earthquakes, and human features such as the Alaska pipeline.</p> <p>Can identify the route of the Alaska pipeline.</p> <p>Can use appropriate geographical vocabulary to describe key physical and</p>	<p>Can understand that water moves in a never-ending cycle, changing physical state and location over time.</p> <p>Can understand the process of evaporation, condensation and freezing and that these are reversible.</p> <p>Knows what clouds are and how they are formed.</p> <p>Can understand that water evaporates from oceans, seas, lakes, condenses as clouds and eventually falls as rain.</p> <p>Knows and can understand the meaning of vocabulary to describe the water cycle.</p> <p>Knows and can locate on a map the major oceans in the world.</p> <p>Can identify the position and significance of the lines of latitude, the Equator, and so on.</p> <p>Can locate the major lakes in the UK, Europe and the world.</p>	<p>Can understand the journey of a river from source to mouth.</p> <p>Knows the meaning of geographical vocabulary related to a river system.</p> <p>Can use maps and aerial photographs to identify the different phases of the course of a river.</p> <p>Can understand the journey of a river from source to mouth.</p> <p>Can use appropriate geographical vocabulary related to a river system.</p> <p>Can use maps and aerial photographs to identify different phases of the course of a river.</p> <p>Knows some fieldwork techniques to be used to collect data at a stream.</p> <p>Through direct observations, identifies features of a river first hand and uses correct geographical vocabulary.</p>	<p>Can develop a greater awareness of the impact tourism can have on countries, localities and cultures.</p> <p>Can understand what sustainable tourism is.</p> <p>Can understand the pros and cons of a holiday in the UK.</p> <p>Able to name and locate national parks in the UK.</p> <p>Can describe the significance of national parks.</p> <p>Can locate Blue flag beaches on a UK map and describe the significance of the Blue flag status.</p> <p>Can locate Canada, Nova Scotia and Cape Breton Highlands on a map.</p> <p>Can understand the impact of tourism on the host economy and a greater awareness and respect for the local culture and traditions.</p> <p>Can understand some of the criteria to support sustainable holidays.</p>



**NUTFIELD CHURCH CE PRIMARY SCHOOL**  
**GEOGRAPHY CURRICULUM OVERVIEW 2020/2021**

	<p>Able to analyse and interpret information and data gathered during fieldwork.</p> <p>Can prepare information and data for presentation, using a variety of digital and non-digital means.</p> <p>Can create a geographical information pack about the locality, for a specific audience and purpose.</p> <p>Can identify key sites and features in the locality.</p>	<p>Can identify and explain why areas of Europe and North and South America are underpopulated and underdeveloped.</p> <p>Able to describe the climate, features and characteristics of a chosen underpopulated and underdeveloped area or region of Europe or North or South America.</p>	<p>human features of the North Slope region.</p> <p>Can describe the effects and consequences of the Exxon Valdez oil spill.</p> <p>Can describe the cases for conservation and exploitation of the North Slope of Alaska.</p> <p>Can prepare a persuasive argument for a viewpoint in relation to the environment.</p>	<p>Knows how vital to life water is and how it is used in their homes and in different processes in the united kingdom.</p> <p>Can understand the need to conserve water.</p> <p>Can understand about the lack of water and sanitation in some parts of the world.</p> <p>Can understand the consequences of drought in some regions of the world.</p>	<p>Can analyse the data gathered through fieldwork and communicate their findings in a variety of ways.</p> <p>Knows the major rivers in the United Kingdom, their sources and where they enter the sea.</p> <p>Can use a key, four- or six-figure grid references and compass points to locate features of a river and settlements on a map.</p> <p>Can interpret and locate features from aerial photographs and maps and compare with maps.</p> <p>Knows the top six major world rivers and four major rivers in Europe.</p> <p>Knows about two major river systems in detail: their source, countries through which they flow, settlements, and trade and how it is used.</p>	<p>Can locate Australia, world's largest island and smallest continent on a map.</p> <p>Knows about/can identify the Great Barrier Reef.</p> <p>Can understand the impact on tourism on the host economy and that it must deliver positive experiences.</p> <p>Can locate South America and its countries on a map.</p> <p>Can locate Brazil and its seven different biomes on a map.</p> <p>Knows what a biome is.</p> <p>Can describe climate, fauna / flora of Pantanal.</p> <p>Knows about the attractions / activities for visitors to the Pantanal.</p> <p>Can create plans for an eco-friendly, sustainable holiday resort or hotel in a locality of their choice.</p>
--	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

**Progression in geographical skills**

<p><b>Using and interpreting maps</b></p>	<p>To compare maps with aerial photographs.</p> <p>To relate maps to each other.</p> <p>To select a map for a specific purpose (for example, atlas to find the major rivers in Europe; OS map to find a local village; simple GIS software to look at land-use in a locality)</p> <p>To begin to use atlases to find out about features of places (for example find wettest part of the world).</p> <p>To follow routes on OS maps.</p> <p>To describe features shown on OS map.</p>
<p><b>Drawing maps</b></p>	<p>To make sketch maps of area using scale, symbols and key.</p> <p>To use a drawing program to make a plan of a small area.</p> <p>To use digital mapping software to record information from an enquiry.</p> <p>To begin to draw plans of increasing complexity, including scale plans.</p>



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

<b>Symbols and representations</b>	<p>To draw a sketch map using symbols and a key.          To begin to recognise and use OS symbols.          To annotate a map made using a GPS device.          To appreciate maps cannot show everything.</p>				
<b>Plan view and perspective</b>	<p>To draw a plan view map with increasing accuracy by hand and using appropriate software.          To develop using higher viewpoints up to satellite.          To develop understanding of contours and slope through maps and photographs.</p>				
<b>Scale / Distance</b>	<p>To use linear scale to measure distances (for example, straight line distance on a plan, rivers).          To find and recognise places on maps of different scales.</p>				
<b>Map purpose and use</b>	<p>To confidently use an atlas, including index and contents page.          To use thematic maps for specific purposes.          To find/recognise places on maps of different scales.</p>				
<b>Style of map</b>	-				
<b>Direction and location</b>	<p>To use eight compass points confidently.          To use four-figure grid references with confidence and accuracy.          To begin to use six-figure grid references to locate features on a map.          To align a map with a route.          To identify significant places and environments as stated with KS2 National Curriculum.</p>				
<b>VISITORS AND VISITS</b>	Box Hill: KS2 Geography day / Mountain Rescue				River Habitats and environmental change – Thames Explorer Trust



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

Year 6 2020 / 2021						
Christian Value of the term:	COMMUNITY	PEACE	WISDOM	HOPE	DIGNITY	JOY
	How do I find out about our local area?	What a state! California	How on Earth? Our world from the International Space Station	How do we impact on our landscape?	Our challenging world	Croeso i Ariannin ?
<b>Outcomes</b>	<p>Can identify and discuss a key geographical issue in the local area.</p> <p>Can identify different points of view.</p> <p>Can collaborate to identify an enquiry question.</p> <p>Can identify sources of data / information to help answer an enquiry question.</p> <p>Can identify ways to gather data / information.</p> <p>Can carry out data and information-gathering activities in relation to a local geographical issue.</p> <p>Can organise and present data and information for processing and analysis by an enquiry team.</p> <p>Can analyse and interpret information/data gathered from fieldwork/remote sources.</p> <p>Can create a geographical information pack about a local issue, for a specific audience</p>	<p>Can locate North America on a world map.</p> <p>Can name the countries in North America, their capital cities, major rivers and mountain ranges.</p> <p>Can locate the states of the USA and find their capital cities.</p> <p>Can locate on a map the capital city of California, other large cities and man-made features.</p> <p>Know and can link images to key features of California.</p> <p>Know and can locate physical features of California on a map.</p> <p>Understands the climate, climatic zones and biomes of California.</p> <p>Understands the importance of agriculture to the economy.</p> <p>Knows why California is a unique region due to its history.</p> <p>Knows about California's industries.</p>	<p>Can identify features on satellite imagery, a world map and a globe.</p> <p>Can describe the characteristics and significance of some previously studied features.</p> <p>Can describe significant human and physical features in Europe or North or South America.</p> <p>Can raise enquiry questions about features, particularly about how they have been developed or formed.</p> <p>Can identify, select and collect data to help answer an enquiry question.</p> <p>Can identify, select and collect data about distant localities and regions.</p> <p>Can collaborate to produce a report on a significant human/physical feature in Europe or North / South America.</p> <p>Can describe how a significant human / physical feature was formed / has developed.</p>	<p>Know that a landscape is more than just a 'view.'</p> <p>Know that landscapes are continually changing.</p> <p>Know that landscapes are the product of the interaction of people and natural processes.</p> <p>Know that our activities influence/shape appearance and function of a landscape.</p> <p>Can understand factors in the growth of a settlement.</p> <p>Can use a map to identify settlements and the reason for their locations.</p> <p>Know some key functions of different settlements.</p> <p>Know how economic activities/amenities differ in a village, town and city.</p> <p>Know how different settlements are interconnected.</p> <p>Know the differences between rural/urban land use.</p>	<p>Can understand the different causes of floods and the work undertaken to prevent flooding.</p> <p>Know about major floods in the UK and Europe, can locate them on maps, and understands their impact on people's lives.</p> <p>Can understand the different causes of floods and the work undertaken to prevent flooding.</p> <p>Know about floods in China, Bangladesh and the USA and can locate them on maps.</p> <p>Can understand the impact of floods on people's lives.</p> <p>Know what a tornado is, where they are likely to form and the impact they have on people's lives.</p> <p>Know the states in the USA that form Tornado Alley and can locate them on a map of the USA.</p>	<p>Can locate and identify the countries and major regions of South America.</p> <p>Can locate Argentina and Patagonia in relation to climate / time zones and the Tropic of Capricorn.</p> <p>Can make predictions about Patagonia's features / climate based on maps / images.</p> <p>Can talk about reasons why people move home and personal experiences.</p> <p>Can explain why people from Bala, Wales, wanted to move to Argentina in the 19<sup>th</sup> century.</p> <p>Can describe the journey and first impressions of Welsh settlers in Patagonia.</p> <p>Can create a letter home from an early settler using sources, data and images.</p> <p>Can describe geographical features of Patagonia and compare / contrast them with north Wales.</p>



**NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021**

	<p>or purpose, using digital or non-digital means.</p>	<p>Can describe the development of the electronics industry in Silicon Valley. Can understand issues surrounding disposal of waste including toxic waste.</p> <p>Can identify an enquiry question linked to future developments in Silicon Valley.</p> <p>Can plan a holiday around California.</p> <p>Can describe a journey across California in terms of key features.</p>	<p>Can describe how a significant human / physical feature in a distant locality region can be protected or can develop sustainably.</p>	<p>Can understand the impact of agriculture and forestry on the landscape.</p> <p>Can list the pros and cons of rural /urban living.</p> <p>Know the effects of extraction of natural resources and industry on the environment and landscape.</p> <p>Can understand the impact of disposal of waste on the landscape.</p> <p>Can understand that the changing demands of society influence today's evolving landscapes (for example wind farms, intensive farming, air travel, demand for water).</p>	<p>Know the causes / effects of tsunamis and their impact on people's lives.</p> <p>Can understand that earthquakes and tsunamis are linked.</p> <p>Know about the March 2011 Japanese tsunami and its global impact.</p> <p>Know what a hurricane is, how they form, where they are mainly located and their impact on lives.</p> <p>Know that hurricanes have different names in different places.</p> <p>Know when hurricane season is.</p> <p>Know about drought around the world and water shortages around the UK.</p> <p>Know the conditions that cause bushfires / wildfires and understands the impact on people / wildlife.</p> <p>Know about bushfires in Australia and wildfires in Canada / USA.</p>	<p>Can explain the significance of key physical / human features of Patagonia, including rivers, settlements and agriculture.</p> <p>Can explain how the Welsh and later settlers changed the landscape of the Chubut Valley.</p> <p>Can describe and model the key features of an irrigation system.</p> <p>Can map the journey of Chubut Valley wheat flour to a local bakery.</p> <p>Can describe key features of Puerto Madryn and its Welsh heritage.</p> <p>Can describe marine environment around Puerto Madryn.</p> <p>Can give reasons for conservation of marine mammals.</p>
<b>Progression in geographical skills</b>						
<b>Using and interpreting maps</b>	<p>To follow route on 1: 50,000 OS map. To describe features seen and relate to each other. To locate places on a world map. To use atlases and Google Earth to find out about other features of places (for example, mountain regions, weather patterns)</p>					
<b>Drawing maps</b>	<p>To draw a variety of thematic maps based on their own data.</p>					



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

	To begin to draw plans of increasing complexity. To use digital mapping software to record information from an enquiry.				
<b>Symbols and representations</b>	To recognise and use OS map and symbols. To use atlas symbols				
<b>Plan view and perspective</b>	To draw a plan view map accurately by hand and using appropriate software. To develop using higher viewpoints up to satellite. To increase understanding of height and slope through maps and photographs (contours). To use mapping software with a 3D view to compare plan and oblique views of places.				
<b>Scale / Distance</b>	To use scale bar on maps to measure distances. To use linear scale to measure distances (for example, straight line distance on plan, rivers). To find and recognise places on maps of different scales.				
<b>Map purpose and use</b>	To confidently use an atlas, including index and contents page. To use thematic maps for specific purposes To find /recognise places on maps of different scales. To confidently use medium scale maps (for example. Landranger OS: 1: 10,000; 1: 25, 000; and 1: 50,000 maps)				
<b>Style of map</b>	-				
<b>Direction and location</b>	To use eight compass points confidently and accurately. To use four-figure grid references confidently to locate features on a map. To begin to use six-figure grid references with increasing confidence. To begin to use latitude and longitude on atlas maps. To confidently identify significant places and environments stated within KS2 National Curriculum.				
<b>VISITORS AND VISITS</b>			Climate change VR workshop		



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

---



NUTFIELD CHURCH CE PRIMARY SCHOOL  
GEOGRAPHY CURRICULUM OVERVIEW 2020/2021

---