



**Peters Hill Primary School**  
**Subject Leaders – Jo Shorland and Louise Earp**

#### **Intent Statement**

We want all children to understand and demonstrate our underlying principles of [Ambition](#), [Belief](#), [Compassion](#), [Pride and Respect](#). We want our curriculum to enable children to become [successful](#), [confident](#), [motivated and responsible](#) individuals with a [wealth of knowledge](#) about the world around them. We want all children to develop their full potential in a structured, caring and purposeful learning environment. We want all children to understand the connections that exist between new learning and existing knowledge through an awareness of carefully chosen pathways.

#### **At Peters Hill Primary School the curriculum is designed to:**

- Recognise all pupils as individuals and encourage positive self-worth and self-esteem.
- Promote curiosity, enthusiasm and engagement through a range of topics and themes.
- Encourage resilience and confidence to face challenges and tackle problems.
- Foster logical, creative and deep thinking to solve challenges and problems.
- Develop Independence and promote responsibility for learning.
- Nurture respect for others and value differences within our school community.
- Grow an awareness of civic responsibility and global citizenship.
- Develop a strong awareness of prior learning and the links that exist to new knowledge.
- Develop new learning and understand the impact on ourselves, the school and the wider community.

#### **Our Geography Pathways are:**

**Pathway 1 – Locational Knowledge**

**Pathway 2 – Place Knowledge**

**Pathway 3 – Human and Physical**

**Pathway 4 - Skills and Fieldwork**

	EYFS Development Matters links	Year 1	Year 2	Year 3	Year 4 Global Goals To add	Year 5	Year 6 Globally significant places
<b>Locational Knowledge</b>	<p><u>Understanding of the world</u> They talk about the features of their own immediate environment and how environments might vary from one another.</p>	<p>Recognise and talk about features in their immediate environments. (Classroom, school and home)</p> <p>Use and understand locational and directional language</p> <p>Identify the Scilly Isles</p>	<p>Begin to use maps to find routes in the local environment.</p> <p>Identify, compare and contrast the local area and Serrekunda – The Gambia</p>	<p>Understand the term region.</p> <p>Understand changes over time in the local area.</p> <p>Identify East Anglia using maps and atlases.</p>	<p>Understand the term region.</p> <p>Begin to understand why Cardiff Bay was redeveloped?</p> <p>Identify California and Campania region in Italy.</p>	<p>Understand the term region.</p> <p>Begin to understand places changes over time.</p> <p>Develop their ideas about the success /impact of regeneration.</p> <p>Identify South Wales Region using Maps and atlases.</p>	<p>Understand the term region.</p> <p>Understand the factors that impacts upon environments and how this create changes over time.</p> <p>Identify the Amazon Basin region using maps and atlases.</p>
	<p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They make observations of animals and plants and explain why some things occur</p>	<p>Locate simple features on a plan.</p> <p>Locate the UK and the Scilly Isles using maps and atlases.</p>	<p>Locate Africa, The Gambia and Serrekunda using maps and atlases.</p>	<p>Locate the UK, and the East Anglia region using maps and atlases.</p>	<p>Locate North America, USA and California using maps and atlases</p> <p>Locate and label Italy on a world map.</p>	<p>Locate the UK, and the South Wales region using maps and atlases.</p> <p>Locate and label France on a map of Europe.</p> <p>Locate and label The Paris Basin, cities and physical features.</p>	<p>Locate North and South America and Amazon Basin</p>

	<p>and talk about changes.</p> <p><b><u>Understanding</u></b> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b><u>People and Communities</u></b> Children talk about past and present events in their own lives and in the lives of family members.</p> <p>They know that other children don't always enjoy the same things and are sensitive to this.</p> <p>They know about similarities and differences between themselves and others, and among families, communities and traditions.</p>	<p>Identify and talk about an island and it's features.</p> <p>Give simple directions.</p>	<p>Understand how to travel from the home locality to The Gambia.</p> <p>Use directional and locational language appropriately.</p> <p>Begin to understand the difference between a continent and a country.</p>	<p>Begin to know some of the characteristics of a region e.g. its weather and climate.</p> <p>Use physical geographical terms accurately to identify aspects of the landscape of East Anglia.</p> <p>Understand and use the terms erosion, transportation and deposition</p> <p>Begin to understand how waves aid the process of coastal change.</p>	<p>Describe the climate and weather in California.</p> <p>Locate and label the Campania region, main settlements, physical features and the seas surrounding Italy.</p>	<p>Begin to know some of the characteristics of the region in terms of its weather and climate.</p> <p>Describe the types of mining practised in South Wales.</p> <p>Identify aspects of the physical landscape of South Wales.</p> <p>Understand how to locate mountain ranges in South Wales in particular Pen y Fan using OS maps.</p> <p>Explain the value and purpose of National Parks.</p> <p>Plot and label the course of the River Taff.</p> <p>Use directions (four and six figure grid references and compass direction (8 points)</p> <p>Develop their ideas about the success /impact of regeneration.</p>	<p>Know some of the characteristics of The Amazon Basin in terms of its weather and climate.</p>
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		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Human and Physical Geography</b>		<p>Use human and physical terms to describe features of a place.</p> <p>Compare features that are similar and different.</p> <p>Children understand the terms import and export.</p>	<p>Recognise the difference between human and physical features.</p> <p>Understand how to observe and record weather data and start to draw some conclusions from their findings.</p> <p>Begin to explain how aerial photographs are taken and what they show.</p> <p>Differentiate between human and physical features in a home and contrasting location.</p> <p>Name the human features e.g. activities and jobs.</p> <p>Use physical geographical terms accurately describe the landscape of The Gambia.</p>	<p>Understand physical geography terms correctly.</p> <p>Understand the human geography e.g. employment in the local area.</p> <p>Identify parts of the river system.</p> <p>Use and understand Water Cycle terms.</p> <p>Name the human features of the East Anglia region.</p> <p>Identify human features located off the East Anglian coast.</p> <p>Develop an understanding of renewable offshore energy.</p>	<p>Use physical geographical terms to describe areas of the California region.</p> <p>Begin to understand how water supply has an impact on agriculture in the Central Valley of California.</p> <p>Discuss California's agricultural trade links.</p> <p>Identify the human characteristics of San Francisco and Los Angeles.</p> <p>Appreciate how the grid system within a US city has evolved.</p> <p>Describe the distribution of earthquakes and volcanoes in California.</p> <p>Understand why California is so unstable.</p> <p>Understand how people are prepared for volcanic or earthquake emergencies.</p>	<p>Understand the changing importance of coal and heavy industry.</p> <p>Use physical geographical terms accurately.</p> <p>Explain the features of a basin, in particular The Paris Basin.</p> <p>Name human features of the region.</p> <p>Explain the nature of the region and how it affects the type of jobs and settlements found.</p> <p>Gather geographical information from Google maps.</p> <p>Explain the importance of tourism to this region.</p> <p>Understand that there are both benefits but also disadvantages of tourism.</p> <p>Understand the significance of the River Seine.</p> <p>Appreciate the value of the port of Le Havre.</p>	<p>Begin to understand the structure of the equatorial rainforest.</p> <p>Understand how animals interact with the plants to help sustain the rainforest.</p> <p>Use geographical vocabulary to describe the rainforest.</p> <p>Describe the water cycle.</p> <p>Appreciate the size and importance of The River Amazon.</p> <p>Begin to understand the complexity and relationships between the flora and fauna of The Amazon Basin.</p> <p>Understand how the Caboclo people live and make a living in The Amazon Basin.</p> <p>Understand what a Caboclo settlement is and how it is connected to other settlements by the river.</p> <p>Understand that the Amazonian rainforest is a fragile and threatened ecosystem.</p> <p>Understand how individuals can help preserve the rainforest</p>

Geographical skills and fieldwork		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6				
		Children can collect, explore and talk about data gathered from their environment.	Explain how an address is written and used.	Follow a route on a map.	Use grid reference accurately to interpret maps.	Use grid reference accurately to interpret maps.	Use grid reference accurately to interpret maps.	Children can understand and use outline plans.	Recognise the four cardinal points of the compass	Make geographical observations	Make geographical observations.
Children can talk about and plan a simple route.	Explain what compasses are used for and use with support.	Use grid reference (4fig) accurately to interpret maps.	Use and evaluate a range of sources to draw conclusions and have discussions.	Understand the reasons why supermarkets are located where they are.	Understand the reasons why wind farms are located where they are.	Children recognise the points of a compass.	Begin to talk about observations they make.	Draw an accurate field sketch.		Understand the reasons why crimes take place where they do.	
Children can explain what compasses are used for.	Understand, use and talk about symbols and how a key works.	Distinguish between fact and fiction.	Use and evaluate a range of sources to draw conclusions and have discussions.	Understand the reasons why wind farms are located where they are.	Understand the reasons why floods need to be managed.	Children understand the use of symbols and how a key works.	Differentiate between maps, plans and photographs.	Communicate geographical information by writing at length.			
		Identify river features in the field.	Identify river features in the field.					Record change along a river's course.			
		Record and understand data and information gathered in the field.	Record and understand data and information gathered in the field.								