



## Billingshurst Primary School – Geography

### Geography

Geographical Skills and fieldwork

Locational knowledge

Place Knowledge

Human and Physical geography

At Billingshurst Primary School, our Geography curriculum immerses children within their local environment and the diverse wider world that will inspire a curiosity and fascination that will stay with them for the rest of their lives. Geography is taught through an enquiry-based approach using cross-curricular links and as a discrete subject.

We enhance children’s love for learning by providing learning hooks, immersions and authentic experiences to bring geography alive. Children have many opportunities throughout their time at Billingshurst Primary School to experience what it is like to be a geographer. Children have authentic and hands-on experiences to practise and develop their geographical skills through field work. The curriculum is designed to enable children to build up their locational and place knowledge across the children’s time at the school and develop their understanding of human and physical geography.

Our aim is to develop children into confident geographers that understand the connections between humans, their environment and make connections and comparisons with the diverse world around them.



# Billingshurst Primary School – Geography

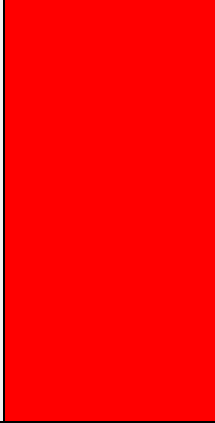
## EYFS – Knowledge & Skills

Development Matters Objective	Strand	Objectives
<p>Children in reception will be learning to:</p> <ul style="list-style-type: none"> <li>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</li> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</li> <li>Explore through play the effect of changing seasons and weather</li> </ul>	<p><b>Geographical Skills and fieldwork</b></p>	<ul style="list-style-type: none"> <li>To draw information from simple maps by exploring their <b>immediate physical environment</b>.</li> <li>Offer children opportunities through play to draw maps of their <b>immediate environment</b> and <b>imaginary story settings</b>.</li> </ul>
	<p><b>Locational knowledge</b></p>	<ul style="list-style-type: none"> <li><b>Name, locate and identify</b> the name of the <b>road</b> (Station Road) and <b>village</b> (Billingshurst) the school is located in using simple maps and Google earth.</li> </ul>
	<p><b>Place Knowledge</b></p>	<ul style="list-style-type: none"> <li><b>Identify</b> some similarities and differences between life in <b>this country</b> and <b>other countries</b> including, how they travel, what they eat and where they live.</li> <li>Build upon what the children know and have experienced as well as using carefully considered diverse resources such as images, videos and stories.</li> </ul>
	<p><b>Human and Physical geography</b></p>	<ul style="list-style-type: none"> <li>Begin to draw children’s attention to <b>weather</b> and <b>seasonal features</b> through play.</li> <li>Look at aerial views of the school and identify different features including, buildings, roads, fields and other simple features.</li> <li>To use basic geographical vocabulary including: street, road, house, school, building, field, same, different.</li> </ul>



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patterns on the  
natural world  
around them.





# Billingshurst Primary School – Geography

## Year 1 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> <li>develop knowledge about the world, the United Kingdom and their locality.</li> <li>understand basic subject-specific vocabulary relating to human and physical geography.</li> <li>begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</li> </ul>	<b>Geographical Skills and fieldwork</b>	<ul style="list-style-type: none"> <li><b>To introduce language:</b> near, far, left, right, forward, backwards and introduce compass language North, South, East and West.</li> <li>Follow simple paper and online maps around the school and local area.</li> <li>Draw a simple map of their local environment including key areas of human and physical geography.</li> <li><b>Identify</b> key map symbols and <b>explain</b> what they represent. (Including symbols for a church, parking, lighthouse, cycle lane, camping site and nature reserve)</li> </ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li><b>Name, locate and identify</b> using fieldwork and maps the key characteristics of the <b>local environment</b> (Using the key vocabulary outlined in human and physical geography)</li> </ul>
	<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li><b>Name, identify</b> on a map and <b>compare</b> key familiar places, including the school, church, local shops, fire station and the library.</li> <li>Link their <b>homes</b> with key familiar places in the <b>local environment</b>.</li> <li><b>Know</b> about some present changes in the <b>local environment</b>.</li> <li><b>Suggest</b> some changes to make to our <b>school</b>.</li> </ul>
	<b>Human and Physical geography</b>	<ul style="list-style-type: none"> <li><b>Identify seasonal and daily</b> weather patterns in the <b>United Kingdom</b>.</li> </ul> <p><b>Use the vocabulary:</b> summer, autumn, winter, spring, sun, thunder, lightning, hail, rain, cloudy, stormy, rainbow, fog, mist</p> <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li><b>Key physical features including:</b> beach, cliff, forest, hill, mountain, sea, river, pond, soil, seasons and weather.</li> <li><b>Key human features including:</b> town, village, farm, house, office, harbour and shop, school, church, fire station, Post office, road, library</li> </ul>



# Billingshurst Primary School – Geography

## Year 2 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> <li>develop knowledge about the world, the United Kingdom and their locality.</li> <li>understand basic subject-specific vocabulary relating to human and physical geography.</li> <li>begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</li> </ul>	<b>Geographical Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>Use compass directions to describe physical and human features on a map using the language, <b>North, South, East and West</b>.</li> <li><b>Describe and locate</b> the position of the <b>4 countries</b> of the UK on maps, atlases and globes (Ireland, England, Scotland, Wales) using compass directions and simple <b>two figure</b> grid references.</li> <li><b>Draw</b> a simple map using basic symbols in a key.</li> </ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li><b>Name and locate</b> on world atlases the world's <b>seven continents</b> (Asia, Africa, Europe, North America, South America, Australia and Antarctica) and <b>five oceans</b> (Pacific, Atlantic, Indian, Arctic and Southern).</li> <li><b>Name and locate</b> on maps of the UK the <b>four countries</b> (England, Wales, Scotland and Ireland) and <b>capital cities</b> (London, Cardiff, Edinburgh, Dublin) of the <b>United Kingdom</b> and its <b>surrounding seas</b>.</li> </ul>
	<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li><b>Understand and describe</b> geographical similarities and differences through studying the human and physical geography of a <b>small area</b> of the <b>United Kingdom</b>, and of a <b>small area</b> in a <b>contrasting non-European country</b>.</li> </ul>
	<b>Human and Physical geography</b>	<ul style="list-style-type: none"> <li><b>Identify</b> the location of <b>hot</b> and <b>cold</b> areas of the world in relation to the <b>Equator</b> and the <b>North and South Poles</b> using world maps and atlases.</li> </ul> Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><b>Key physical features including:</b> beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather</li> <li><b>Key human features including:</b> city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>



# Billingshurst Primary School – Geography

## Year 3 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> <li>• extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>• develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>	<b>Geographical Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• Use the <b>eight points</b> of a compass (north, north-east, east, south-east, south, south-west, west and north-west) and <b>four figure</b> grid references when referring to their knowledge of the UK and the wider world.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate <b>countries</b> and identify and describe <b>features</b> previously studied.</li> <li>• <b>Sketch</b> maps or take photographs of an area, identifying the key physical and human features by creating a key.</li> </ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>• <b>Name and locate</b> on a world map <b>counties</b> and <b>cities</b> of the <b>United Kingdom's geographical regions</b>.</li> <li>• <b>Identify</b> their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns.</li> <li>• <b>Understand and explain</b> how some of these aspects have changed over time.</li> </ul>
	<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• <b>Understand and describe</b> geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of Europe (Greece).</li> </ul>
	<b>Human and Physical geography</b>	<ul style="list-style-type: none"> <li>• <b>Describe</b> and explain key aspects of <b>human</b> geography, including: <b>types of settlement and land use in the UK</b>.</li> <li>• <b>Describe</b> key aspects and <b>compare</b> physical and human geography in the UK and an area in a European country (Greece)</li> </ul> <p>Use Geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>• <b>Key physical features including:</b> all previously introduced plus, climate zones, biomes, rivers, Mountains – Mount Olympus, weather and landscape</li> <li>• <b>Key human features including:</b> all previously introduced plus, settlements, land use of UK and Greece, population, culture, economy, supply of food and trade links.</li> </ul>



## Billingshurst Primary School – Geography

### Year 4 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> <li>extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>	<b>Geographical Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>Use the <b>eight points</b> of a compass (north, north-east, east, south-east, south, south-west, west and north-west), symbols and keys, and <b>four figure</b> grid references when referring to their knowledge of the UK and the wider world.</li> <li>Use field work to <b>observe, measure and record</b> the human and physical features in the local area using a range of methods including sketching maps, planning graphs and taking photos.</li> </ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li><b>Name and locate</b>, using maps, atlases, globes and digital/computer mapping, the world's <b>countries</b>, focusing on <b>North and South America</b>.</li> <li><b>Identify</b> the <b>environmental regions</b>, key physical and human <b>characteristics, countries, and major cities</b> of countries studied.</li> </ul>
	<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a <b>region of South America</b> (focus on the Amazon rainforest).</li> <li><b>Name, locate and describe</b> the world's countries; focus on <b>North and South America</b>. Concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</li> </ul>
	<b>Human and Physical geography</b>	<ul style="list-style-type: none"> <li><b>Describe</b> and understand key aspects of <b>physical</b> geography, including: <b>climate zones, biomes and vegetation belts, and the water cycle</b>.</li> <li><b>Describe</b> and understand key aspects of <b>human</b> geography, including: <b>Tourism, land use, culture and distribution of food and water</b>.</li> </ul>



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### Year 5 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> <li>extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>	<b>Geographical Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>Use maps, atlases, globes, digital computer mapping (including OS maps) to locate countries and describe features studied.</li> <li>Use the <b>eight points</b> of a compass and <b>six figure</b> grid references, symbols and keys to build their knowledge of the UK and the wider world.</li> <li>Use field work to <b>observe, measure, record</b> and <b>present</b> the human and physical features in the local area using a range of methods including sketch, maps, plans and graphs and digital technologies.</li> </ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li><b>Name and locate</b> the world's <b>countries</b> focus on <b>Europe</b> (including the location of Russia)</li> <li>Within each country, <b>identify</b> their geographical regions, human and physical characteristics, and their major cities.</li> <li><b>Identify</b> the position and <b>significance</b> of: latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul>
	<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li><b>Understand and compare</b> some of the geographical similarities and differences through the study of human and physical geography of a <b>region</b> in a <b>European country</b>.</li> </ul>
	<b>Human and Physical geography</b>	<ul style="list-style-type: none"> <li><b>Describe</b> and understand key aspects of human geography, including: <b>types of settlement and land use in Europe</b>.</li> <li><b>Describe</b> and understand key aspects of human geography including: <b>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></li> </ul>





# Billingshurst Primary School – Geography

## Year 6 – Knowledge & Skills

National Curriculum Objective	Strand	Objectives
Pupils should be taught to: <ul style="list-style-type: none"> <li>extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features.</li> <li>develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li> </ul>	<b>Geographical Skills and fieldwork</b>	<ul style="list-style-type: none"> <li>Use maps, atlases (OS), globes, digital computer mapping (including OS maps) to <b>locate</b> countries and <b>describe</b> features studied.</li> <li>Use the <b>eight points</b> of a compass and <b>six figure</b> grid references, symbols and keys to build their knowledge of the UK and the wider world.</li> <li>Use field work to <b>observe, measure, record and present</b> the human and physical features in the local area using a range of methods including sketch, maps, plans and graphs and digital technologies.</li> <li><b>Analyse and give views</b> on the effectiveness of different geographical representations of a location. E.g. maps of London tube stations</li> <li>Use maps to <b>identify</b> how coasts and rivers change the land over time.</li> </ul>
	<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li><b>Name</b> and <b>locate</b> main <b>rivers</b> of the <b>United Kingdom and the world</b> using maps, atlases and digital/computer mapping.</li> <li><b>Locate</b> geographical regions and their human and physical characteristics.</li> <li><b>Identify</b> the key topographical features (including hills, mountains, coasts and rivers), and land-use patterns;</li> <li><b>Explain</b> how some of these aspects have changed over time.</li> </ul>
	<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through the study of human and physical geography of a <b>region</b> in the <b>United Kingdom and the world</b></li> </ul>
	<b>Human and Physical geography</b>	<ul style="list-style-type: none"> <li><b>Describe</b> and understand key aspects of <b>physical</b> geography including: <b>rivers, mountains, volcanoes and earthquakes.</b></li> <li><b>Describe</b> and understand key aspects of <b>human</b> geography including: <b>types of settlement, land use, trade links, energy issues and connections.</b></li> </ul>