



# Geography Intent at Queensgate



At Queensgate, we aim to inspire our geographers by developing a curiosity and fascination about the world around them that will stay with them throughout their lives, influencing the choices they make to positively impact our world.

Our curriculum is organised to ensure geography skills and knowledge build progressively throughout the school and pupils are able to use prior knowledge and skills to deepen their understanding of how human and physical processes interact to shape the world at different scales. We will pose questions, gather and use evidence to deepen their understanding of the world and how humans, collectively and individually, impact upon it. Through enquiry, pupils will use and develop their geography skills and knowledge to recognise similarities, differences and appreciate cause and effect. They will use the correct geographical terms and vocabulary effectively when communicating.

At Queensgate pupils use real life experiences through accessing the Patch, the school grounds and the local area to support their learning. All year groups have 'Out and About' opportunities, the chance to make observations and reflect on how Geography interlinks with other subjects. During their time at Queensgate, pupils experience trips, meet visitors and use knowledge and comparison skills to put learning into the context of our local area East Cowes, the Isle of Wight (including awareness of the Island's unique status as a BioSphere Reserve) as well as a wider, global context.

## Locational knowledge / Human and physical geography

EYFS		<p>Understanding the World (The World):</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>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 the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; -</li> <li>Understand some important processes and changes in the natural world around them,</li> </ul>	<ul style="list-style-type: none"> <li>I know I live in East Cowes on the Isle of Wight</li> <li>I can name some other places in the world</li> <li>I can describe where an animal lives in the world (eg. A polar bear lives in the Arctic) and what it's environment is like</li> <li>I know that places around the world have different weather and look different</li> </ul>
1	<p>Autumn 1 - Where in the World</p> <p>Spring 1 - What a wonderful world!</p> <p>Summer 2 - Land ahoy!</p>	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>Name and locate the world's 7 continents and 5 oceans</li> <li>name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul> <p>Place knowledge:</p> <ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</li> </ul> <p>Human and Physical Geography:</p> <ul style="list-style-type: none"> <li>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>Use basic geographical vocabulary to refer to:</li> </ul>	<ul style="list-style-type: none"> <li>I can locate the Isle of Wight on a map of the UK</li> <li>I can name some continents and oceans</li> <li>I can name the 4 countries of the United Kingdom and say where there are mountains</li> <li>I can find similarities between a place in the UK and another location</li> <li>I can find differences between a place in the UK and another location</li> <li>I can say what the weather is like in the different seasons</li> <li>I can use some geographical words and begin to recognise human and physical features</li> </ul>
2	Autumn 1 - Where in the world?		<ul style="list-style-type: none"> <li>I can locate the UK on a map of Europe and the world</li> </ul>

	<p>Autumn 2 - What is London like?</p> <p>Spring 1 - Flying High. Continents and Oceans. World Climate.</p> <p>Spring 2 - All around us. Where would Flanimals live?</p> <p>Summer 2 - Fit for a King or Queen. Compare and contrast. Where would you build a castle?</p>	<p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<ul style="list-style-type: none"> <li>• I can name and locate the 7 continents and 5 oceans</li> <li>• I can name and locate the 4 countries of the UK and give their capital cities</li> <li>• I can name and locate the North Sea, Channel and Irish Sea</li> <li>• I can find similarities and differences between a place in the UK and a non-European country</li> <li>• I know different countries have different weather and can describe where some of the hot and cold areas are</li> <li>• I can use geographical vocabulary to talk about physical and human features</li> </ul>
3	<p>Autumn 1 - All around the UK</p> <p>Spring 1 - Rivers. Children can identify main geographical features of rivers and can locate major rivers around the world and some locally.</p>	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>• Name and locate the counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</li> </ul> <p>Human and physical Geography:</p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>	<ul style="list-style-type: none"> <li>• I can locate key rivers in the UK</li> <li>• I can describe key topographical features of the UK (hills, mountains, coast)</li> <li>• I can name and locate major rivers worldwide</li> <li>• I can describe features of rivers</li> <li>• I can identify the Equator, Northern Hemisphere and Southern Hemisphere</li> <li>• I can identify the Tropics of Cancer and Capricorn</li> <li>• I can identify the Arctic and Antarctic circle</li> <li>• I can locate and describe different climate zones around the world</li> <li>• I can describe the impact different climate zones have upon the people living there</li> </ul>
4	<p>Autumn 1 Farming on the IOW</p> <p>Spring 1 - UK. Kingdoms</p>		<ul style="list-style-type: none"> <li>• I can name and locate some counties in the UK</li> <li>• I can name and locate some major cities in the UK</li> </ul>

	<p>Summer 2 - Victoria on the IOW Use fieldwork to observe, measure record and present the human and physical features in the local area- looking for evidence of QV's influence in EC and around the IOW.</p>		<ul style="list-style-type: none"> <li>• I can describe ways land is used in the UK for settlement and name different types of settlement</li> <li>• I understand some ways natural resources (energy, food, minerals and water) can be used and distributed</li> <li>• I can describe how farm land is used for economic gain and understand the importance of trade links</li> </ul>
5	<p>Spring 1 - Biomes, sustainability and diversity. Spring 2 - Earth Locations. Position and significance of Hemispheres, longitude, latitude – importance and significance (link to Science)</p> <p>Summer 1 - Earth and Space. Local field study – using eight points of compasses and four and six grid reference using ordnance survey maps, including class Out and About.</p> <p>Summer 2 - A study of a region of the USA – using atlases, natural resources including minerals, energy and food.</p>	<p>Locational knowledge:</p> <ul style="list-style-type: none"> <li>• Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</li> <li>• Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)</li> </ul> <p>Place knowledge:</p> <ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography[hy of a region of the United Kingdom, a region in a European country, and a region within North or South America</li> </ul> <p>Human and physical geography:</p> <ul style="list-style-type: none"> <li>• Describe and understand key aspects of: <ul style="list-style-type: none"> <li>- Biomes and vegetation belts</li> <li>- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (OVERLAP WITH YEAR 4)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• I can name and locate many countries around in Europe (including Russia) using a map</li> <li>• I can name and locate many countries in North and South America using a map</li> <li>• I can name and locate some capital cities in Europe, North and South America</li> <li>• I can describe physical and human characteristics of an area in America, Europe and the UK</li> <li>• I can identify and understand latitude and longitude</li> </ul>

6	<p>Autumn 1 / 2  Study of a region of the Americas – the rainforest – biomes and vegetation belt, Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Summer 1 - Look at South American countries- review Autumn 1 and then introduce the Maya civilisation.</p>		<ul style="list-style-type: none"> <li>• I can identify the Prime/Greenwich Meridian and understand how time zones work</li> <li>• I can describe Key Features and explain how they are formed, using geographical language</li> <li>• I can use a range of ways to present information about human geography including written explanations, choosing and annotating relevant images, drawing maps or creating graphs/charts</li> <li>• I can explain how physical geography affects human geography</li> </ul>

## Map skills and fieldwork

### Year 1 and 2

<b>Using and interpreting</b>	<b>Position and orientation</b>	<b>Drawing</b>	<b>Symbols</b>	<b>Perspective and scale</b>
<p>I can find information on aerial photographs.</p> <p>I know that maps give information about the world (where and what?).</p> <p>I can follow a route on a prepared map.</p> <p>I can recognise simple features on maps such as buildings, roads and fields.</p> <p>I recognise that maps need a title.</p> <p>I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</p> <p>I can begin explaining why places are where they are.</p>	<p>I am beginning to use directional vocabulary.</p> <p>I can say which direction N,S,E,W is for example, using a compass in the playground.</p> <p>I know which direction N is on an Ordnance Survey map.</p>	<p>I can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.</p>	<p>I can use symbols on maps (own and class agreed symbols).</p> <p>I know that symbols mean something on maps.</p> <p>I can find a given Ordnance Survey symbol on a map with support.</p> <p>I am beginning to realise why maps need a key.</p>	<p>I can look down on objects and make a plan for example, on desk, high window to playground.</p> <p>I can draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on).</p> <p>I can use large scale, vertical aerial photographs.</p> <p>I know that when you 'zoom in' you see a smaller area in more detail.</p>



**Work confidently with:** Large scale street maps and large scale Ordnance Survey maps (1:1250. 1:2500), aerial photographs, games with maps and globes.

**Have experience:** of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.

**Introduce:** simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps.

**Context:** focus on the local scale— home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale – world maps, globes and through story.

### Year 3 and 4

Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale
<p>I can use atlases, maps and globes.</p> <p>I can use large scale maps outside.</p> <p>I can use maps at more than one scale.</p> <p>I can make and use simple route maps.</p> <p>I can locate photos of features on maps.</p> <p>I can use oblique and aerial views.</p> <p>I can recognise some patterns on maps and begin to explain what they show.</p> <p>I can give maps a title to show their purpose.</p> <p>I can use thematic maps.</p> <p>I can explain what places are like using maps at a local scale.</p> <p>I recognise that contours show height and slope.</p>	<p>I can use simple grids.</p> <p>I can give direction instructions up to 8 cardinal points.</p> <p>I can use 4-figure coordinates to locate features.</p> <p>I know that 6-figure Grid References can help you find a place more accurately than 4-figure coordinates.</p>	<p>I can make a map of a short route with features in correct order.</p> <p>I can make a map of small area with features in correct places.</p>	<p>I can use plan views regularly.</p> <p>I can give maps a key with standard symbols.</p> <p>I can use some Ordnance Survey style symbols.</p>	<p>I can use maps and aerial views to help me talk about for example, views from high places</p> <p>I can make a simple scale plan of room with whole numbers for example, <math>1 \text{ sq.cm} = 1 \text{ square tile on the floor moving onto } 1\text{cm}^2 = 1\text{m}^2</math>.</p> <p>I can use the scale bar to estimate distance.</p> <p>I can use the scale bar to calculate some distances.</p> <p>I can relate measurement on maps to outdoors (using paces or tape).</p>

**Work confidently with:** Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500), aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500 and 1:10 000, 4-figure coordinates.

**Have experience:** of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

**Introduce:** what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools.

**Context:** a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.

## Year 5 and 6

Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and Scale
<p>I can relate maps to each other and to vertical aerial photographs.</p> <p>I can follow routes on maps saying what is seen.</p> <p>I can use index and contents page of atlas.</p> <p>I can use thematic maps for specific purposes.</p> <p>I know that purpose, scale, symbols and style are related.</p> <p>I can appreciate different map projections.</p> <p>I can interpret distribution maps and use thematic maps for information</p> <p>I can follow a route on 1:50 000 Ordnance Survey map; I can describe and interpret relief features.</p>	<p>I can use 4 and 6-figure coordinates to locate features.</p> <p>I can give directions and instructions to 8 cardinal points.</p> <p>I can align a map with a route.</p> <p>I can use latitude and longitude in an atlas or globe.</p>	<p>I can make sketch maps of an area using symbols and key.</p> <p>I can make a plan for example, garden, play park; with scale.</p> <p>I can design maps from descriptions.</p> <p>I can draw thematic maps for example, local open spaces.</p> <p>I can draw scale plans.</p>	<p>I can use agreed and Ordnance Survey symbols.</p> <p>I appreciate maps cannot show everything.</p> <p>I can use standard symbols</p> <p>I know 1:50.000 symbols and atlas symbols.</p>	<p>I can use a range of viewpoints up to satellite.</p> <p>I can use models and maps to talk about contours and slope.</p> <p>I can use a scale bar on all maps.</p> <p>I can use a linear scale to measure rivers.</p> <p>I can describe height and slope using maps, fieldwork and photographs.</p> <p>I can read and compare map scales.</p> <p>I can draw measured plans for example, from field data.</p>



**Work confidently with:** Large scale street maps and large scale Ordnance Survey maps (1:1250, 1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500, 1:10 000, 1:25 000, 1:50 000 4 and 6-figure coordinates.

**Have experience:** of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates

**Introduce:** what 6 figure Grid References mean and how to calculate them.

**Context:** a range of places at different scales and with different themes, fieldwork in the wider and distant locality.

Vocabulary		
EYFS	KS1	KS2
Beach Forest Mountain Ocean River Weather	Continent (Europe, Asia, Africa, North America, South America, Oceania)  Ocean (Atlantic, Pacific, Arctic, Southern, Indian)  United Kingdom (England, Scotland, Wales, Northern Ireland)	Country, county, city  Latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle,  Prime/Greenwich Meridian, time zones
House Shop Town road	London, Edinburgh, Cardiff, Belfast North Sea, Irish Sea, The Channel  Local area	Compass points, north-east, north-west, south-east, south-west  Region
Near Far  map	Human: city, town, village, factory, farm, house, office, port, harbour, shop,  Physical: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather	Physical: climate zone, biome, vegetation belt, river, mountain, volcano, earthquake, water cycle, rainforest  Human: settlement, land use, trade, economic, natural resources, energy, minerals, pollution,
Isle of Wight	Equator, North Pole, South Pole	4 figure grid reference

	Map, atlas North, south, east, west Left, right Key  Aerial photo, landmark	6 figure grid reference  Scale
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This is the minimum vocabulary stated by the National Curriculum and should be supported by any other vocabulary relevant to your topic.