



COBHAM PRIMARY SCHOOL

Caring, Proud, Successful!

Intent

Our school's curriculum is deeply rooted in the solid consensus of our school leaders, teaching team and governors' belief that it is a curriculum based on knowledge and skills, which pupils will need in order to take advantage of opportunities, responsibilities and experiences open to them later in life. In this way, it powerfully addresses social disadvantage and offers all children the chance to develop high order skills, deep and cemented knowledge, as well as great confidence and self-belief in their own abilities. The curriculum ensures that all children's aspirations are high and that all children will go on to make a positive contribution to the local and global community that they will live in.

Year group	Locational Knowledge	Place Knowledge	Human and physical geography	Geographical skills and fieldwork
Year 1	<ul style="list-style-type: none">• To understand where I live in the local area.• To locate our school in our local area.• To understand what weather forecasts show.• To understand what a cold area of the world is like.• To name the countries of the UK.• To understand what an 'aerial view' shows.• To identify key features of the four countries of the UK.	<ul style="list-style-type: none">• To understand the differences between a town and the countryside.• To compare two capital cities.	<ul style="list-style-type: none">• To understand what the weather is like in our country.• To understand the different seasons in a year.• To understand the dangers of weather.• To understand what hot and cold countries are like.• To use basic language to describe physical and human features of our school.	<ul style="list-style-type: none">• To draw a simple map.• To understand what our classroom looks like.• To understand the route that we take to school.• To begin to recognise map symbols.• To be able to use an aerial map, atlas and globe to identify the UK and its four countries.

	<ul style="list-style-type: none"> To name capital cities of the UK. 			<ul style="list-style-type: none"> To use and construct basic symbols in a key for a journey to school.
Year 2	<ul style="list-style-type: none"> To label a diagram or photograph using geographical language. To use secondary and primary sources to find out about locality. To understand where a country is in the world that is outside of Europe. To name and locate the world's seven continents and 5 oceans. 	<ul style="list-style-type: none"> Can they verbalise likes and dislikes about a place such as the seaside? (similarities and differences). To compare and understand similarities and differences between the UK and another Non-European country (Kenya). 	<ul style="list-style-type: none"> To describe some human features of their own locality (Cobham) such as jobs, farm post office, town, shop. To describe physical and human features of another locality such as the seaside e.g. harbour, port, coast, cliff, beach, valley, mountain, vegetation. 	<ul style="list-style-type: none"> To be able to use an atlas, maps and a globe to identify countries, continents and oceans. To use simple 4 point compass directions and language to describe simple routes and locations on a map. To use and construct basic symbols in a key for a local (Cobham) map. To use aerial photographs to recognise landmarks and basic human and physical features of our local area (Cobham).
Year 3	<ul style="list-style-type: none"> To locate the world's countries (focussing on Europe) To identify environmental regions of these countries including human and physical features. 	<ul style="list-style-type: none"> To compare similarities and differences between a region of the UK and a region of a European country looking at human and physical features. 	<ul style="list-style-type: none"> To confidently describe human and physical features in a locality (Gravesend) To describe and understand the key aspects of an earthquake. 	<ul style="list-style-type: none"> To begin to use 4 figure grid references To use basic OS survey symbols on a map. To begin to use an 8 point compass to show direction.

	<ul style="list-style-type: none"> Name and locate counties and cities of the UK identifying some human and physical features. To begin to look at the prime/Greenwich meridian and time zones. 			<ul style="list-style-type: none"> To begin to identify latitude and longitude. To begin to observe, measure and record human and physical features in the local area (Gravesend) using simple sketch maps and graphs.
Year 4	<ul style="list-style-type: none"> To explain the position and significance of the equator, northern/southern hemispheres. To identify the significance of latitude and longitude. To locate countries within Europe (Italy) and look at its geographical regions. Understand how topographical features of that country have changed over time. Name and locate many of the major rivers in the UK. 	<ul style="list-style-type: none"> To compare similarities and differences between a region of the UK and a region of a European country looking at human and physical features (Italy). 	<ul style="list-style-type: none"> To explain why settlements develop in certain locations. To compare land use in different settlements. To create a map of a settlement. To describe and understand key aspects of a river system. To identify human and physical features of volcano. 	<ul style="list-style-type: none"> To use maps, atlases and digital mediums to identify settlements build by invaders. To use maps, atlas and digital mediums to identify links between settlements.
Year 5	<ul style="list-style-type: none"> Locate South America using a map and concentrate on its environmental regions, human and physical characteristics. To identify the position and significance of the Tropics of Cancer and Capricorn in relation to the equator. 	<ul style="list-style-type: none"> To understand the geographical similarities and differences through the study of human and physical geography of a region of the UK and South America (Brazil). 	<ul style="list-style-type: none"> To identify and understand key aspects of climate zones, biomes and vegetation belts (Brazil) Explain how a location fits into its wider geographical location. 	<ul style="list-style-type: none"> To use maps, atlases, globes and digital computer mapping to locate countries. To use four and 6 figure grid references to show locations on a map.

	<ul style="list-style-type: none"> • Explain how topographical features of a location have changed over time. • To identify how coastal features are formed. 	<ul style="list-style-type: none"> • To understand different coastal features in different regions of the UK. 	<ul style="list-style-type: none"> • Can they explain what a place might be like in the future. • Can they report on ways in which humans have both improved and damaged the environment? • To identify coastal features of the UK and how they have been changed by natural and human impact. 	<ul style="list-style-type: none"> • To measure and record the impact of human and physical features on a locality. • To show impact of changes using sketch maps, plans and digital technologies.
Year 6	<ul style="list-style-type: none"> • To identify the position and significance of the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circle in relation to the equator. • To be able to confidently explain the meridian time zones. • To be able to explain the water cycle and its effects on differing locations. • To identify the countries and capital cities of north and south America. 	<ul style="list-style-type: none"> • To identify, compare and contrast north and South America (Mexico) • To identify the different effects of the water cycle in different locations. 	<ul style="list-style-type: none"> • To compare the climate of North American climate with our own local area. • To explain how landscapes and features can change over time due to natural and human impact. • I can describe physical and human aspects of the water cycle. • I can understand the impact of the water cycle on the land. 	<ul style="list-style-type: none"> • To use maps, atlases, globes and digital computer mapping to locate countries. • To use 6 figure grid references to show locations and landmarks on a map. • To be able to confidently recognise ordinance survey symbols and locate and use these on a map.