

## Geography

### Planning Objectives

With **JESUS** at our side,  
We **ACT** with a sense of right and wrong.  
We show **LOVE** by being kind to everyone.  
We **WALK** through each day with modesty in all we do.

Queniborough C.E Primary School | 1

*Act justly, Love mercy, Walk humbly*

#### QPS Vision Statement

Geography at Queniborough Primary School prepares young people with the knowledge, skills and understanding to make sense of their world and to face the challenges that will shape our societies and environments at the local, national and global scales.

*From the moment we are born, it is our instinct to begin to explore our world around us with all our senses.*

At Queniborough we feel it is important to nurture and encourage this natural curiosity, to shape and direct it, to turn the children into inquisitive, questioning learners who look closely at the world around them and begin to be able to interpret what they see. We aim to instil a sense of environmental responsibility and encourage children to understand environmental issues at a local and global level. We ensure our children have an understanding of their physical and human geography starting with their school in Queniborough before finding out about Leicestershire, the UK, Europe and the world, so all children can take an active part in contributing to and protecting this world as they grow up.

#### Curriculum Intent for...

It is our intent for the Geography element of Queniborough School's curriculum to inspire pupils with a curiosity and fascination about Queniborough, the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils

## Geography

### Planning Objectives

With **JESUS** at our side,  
We **ACT** with a sense of right and wrong.  
We show **LOVE** by being kind to everyone.  
We **WALK** through each day with modesty in all we do.

## Queniborough C.E Primary School | 2

with knowledge about Queniborough and diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. By revisiting these areas of learning regularly children will remember more, know more and understand more. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. We want our children to gain confidence and have practical experiences of geographical knowledge, understanding and skills that explain how the Earth's features at different scales are shaped, interconnected and change over time.

The aims of teaching geography at Queniborough Primary School are:

- To inspire pupils' curiosity to discover more about where they live, Queniborough, and the world
- To enable children to know about the location of the world's continents, countries, cities, seas and oceans.
- To develop in children the skills of interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).
- To help children understand how the human and physical features of a place shapes its location and can change over time.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
--	----------	----------	----------	----------	----------	----------

## Geography

### Planning Objectives

With **JESUS** at our side,  
 We **ACT** with a sense of right and wrong.  
 We show **LOVE** by being kind to everyone.  
 We **WALK** through each day with modesty in all we  
 do.

Queniborough C.E Primary School | 3

EYF	<p><b>Understanding of the World</b>          This involves guiding children to make sense of their physical world through opportunities to explore, observe and find out about people, places, technology and the environment.          ELG 14 The World          Children know about similarities and differences in relation to places, objects, materials and living things.          They talk about the features of their own immediate environment and how environments might vary from one another.          They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>Mathematics</b>          This involves providing children with opportunities to:          Practice and improve their skills in counting numbers</p> <p><b>Communication and language development</b>          This involves giving children opportunities to speak and listen in a range of situations and to develop their confidence and skills in expressing themselves.          ELG 1 Listening and attention          Children listen attentively in a range of situations          ELG 2 Understanding          They answer 'how' and 'why' questions about their experiences and in response to events.          ELG 3 Speaking          Children express themselves effectively, showing awareness of the listeners' needs.          They develop their own narratives and explanations by connecting ideas or events.</p>
-----	--

## Geography

### Planning Objectives

With **JESUS** at our side,  
We **ACT** with a sense of right and wrong.  
We show **LOVE** by being kind to everyone.  
We **WALK** through each day with modesty in all we do.

### Queniborough C.E Primary School | 4

Year 1		<b>Dinosaurs</b>  <b>Locational knowledge</b> Name and locate the world's 7 continents and 5 oceans <b>Geographical skills and fieldwork</b> Use world maps, atlases and globes to identify the UK. Use locational and directional language to describe the location of features and routes on a map. <b>Human and physical geography</b> Use basic geographical vocabulary to refer to: Key physical features – hill, river, soil Key human features – city, town, village, farm, house, shop. Use basic geographical vocabulary	<b>All about me</b>  <b>Place knowledge – Queniborough</b> Understand the human and physical geography of a small area of the UK <b>Geographical skills and fieldwork</b> Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. <b>Human and physical geography</b> Use basic geographical vocabulary to refer to: Key physical features – hill, river, soil Key human features – city, town, village, farm, house, shop.		<b>Animals</b>  <b>Human and physical geography</b> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <b>Locational knowledge</b> Name and locate the world's 5 oceans and 7 continents <b>Geographical skills and fieldwork</b> Use world maps and globes to identify UK, continents and oceans studied in KS1	<b>Pirates</b>  <b>Human and physical geography</b> Use basic geographical vocabulary to refer to: Key physical features – hill, river, soil Key human features – city, town, village, farm, house, shop. <b>Geographical skills and fieldwork</b> Use locational and directional language to describe the location of features and routes on a map. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
	<b>Human and physical geography</b> Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.					

## Geography

### Planning Objectives

With **JESUS** at our side,  
 We **ACT** with a sense of right and wrong.  
 We show **LOVE** by being kind to everyone.  
 We **WALK** through each day with modesty in all we do.

Queniborough C.E Primary School | 5

Year 2			<p><b>Leicestershire and Australia</b></p> <p><b>Locational knowledge</b>              Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas</p> <p><b>Geographical skills and fieldwork</b>              Use world maps, atlases and globes to identify UK and its countries and Australia.              Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features</p> <p><b>Human and physical geography</b>              Use basic geographical vocabulary to refer to:              Key physical features – beach, cliff, coast, forest, mountain, sea, ocean, valley, vegetation,              Key human features – city, factory, office, port, harbour</p> <p><b>Place knowledge</b>              Understand geographical similarities and differences through studying the human and physical geography of <b>Leicestershire</b> and small area of non-European country <b>Australia</b>.</p>	<p><b>Transport and looking after the environment</b></p> <p><b>Geographical skills and fieldwork</b>              Use world maps, atlases and globes to identify UK and its countries              Use N, S, E, W and locational and directional language to describe features and routes on a map              Devise a simple map and use and construct basic symbols in a key              Use simple fieldwork and observational skills to study...  <b>transport in Queni</b></p>
--------	--	--	---	---

## Geography

### Planning Objectives

With **JESUS** at our side,  
We **ACT** with a sense of right and wrong.  
We show **LOVE** by being kind to everyone.  
We **WALK** through each day with modesty in all we do.

Queniborough C.E Primary School | 6

Year 3	<p><b>Borough Hill and ? (place in UK, could have history link)</b></p> <p><b>Locational Knowledge</b> Name and locate counties and cities of UK, 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 (linked to <b>Leics Borough Hill and ??</b>)</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of <b>Borough Hill</b> and ... <b>(where??)</b></p> <p><b>Geographical skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (UK) Use the 4 points of a compass, 4-figure grid references, symbols and key to build their knowledge of UK. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>		<p><b>Rivers and the water cycle</b></p> <p><b>Human and Physical Geography</b> Describe and understand key aspects of: Physical geography, including: rivers and the water cycle Human geography, including: types of settlement and land use (Link to Earliest settlements)</p> <p><b>Geographical Skills and Fieldwork</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (<b>Queni Brooke ?</b>)</p>
--------	---	--	--

## Geography

### Planning Objectives

With **JESUS** at our side,  
We **ACT** with a sense of right and wrong.  
We show **LOVE** by being kind to everyone.  
We **WALK** through each day with modesty in all we do.

Queniborough C.E Primary School | 7

Year 4	<p><b>Italy Naples or Pompeii</b></p> <p><b>Locational Knowledge</b> Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of Italy Naples / Pompeii</p> <p><b>Human and Physical Geography</b> Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes Human geography, including: economic activity, trade links and the distribution of natural resources including food, minerals and water (Roman roads and towns)</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Europe) Use the 4 points of a compass, 4-figure grid references, symbols and key to build their knowledge of UK and Europe Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies (<b>Roman Leicester roads ?</b>)</p>	<p><b>Greece</b></p> <p><b>Locational Knowledge</b> Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of Greece</p> <p><b>Human and Physical Geography</b> Human geography, including: types of settlement and land use, economic activity, trade links and the distribution of natural resources including energy, food, minerals and water</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Europe) Use the 4 points of a compass, 4-figure grid references, symbols and key to build their knowledge of UK and Europe</p>	
--------	--	--	--

## Geography

### Planning Objectives

With **JESUS** at our side,  
We **ACT** with a sense of right and wrong.  
We show **LOVE** by being kind to everyone.  
We **WALK** through each day with modesty in all we do.

Queniborough C.E Primary School | 8

Year 5	<p><b>Anglo-Saxons, Scots and Vikings</b></p> <p><b>Locational Knowledge</b> Name and locate counties and cities of UK, 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 (build on Year 3, link to history)</p> <p><b>Human and Physical Geography</b> Describe and understand key aspects of: Physical geography, including: climate zones and mountains Human geography, including: types of settlement and land use (Link to history)</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (UK) Use the 4 points of a compass, 4-figure grid references, symbols and key to build their knowledge of UK Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.</p>	<p><b>Mexico</b></p> <p><b>Locational Knowledge</b> Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities</p> <p><b>Place Knowledge</b> Understand geographical similarities and differences through the study of human and physical geography of Mexico</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (South America) Use the 8 points of a compass, 6-figure grid references, symbols and key to build their knowledge of UK and wider world</p>	
--------	---	--	--



## Geography

### Planning Objectives

With **JESUS** at our side,  
We **ACT** with a sense of right and wrong.  
We show **LOVE** by being kind to everyone.  
We **WALK** through each day with modesty in all we do.

Queniborough C.E Primary School | 9

Year 6	<p><b>Rainforests: Locational Knowledge</b> Locate the world's countries, using maps to focus on countries with tropical regions concentrating on their environmental regions, key physical and human characteristics, countries and major cities 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</p> <p><b>Human and Physical Knowledge</b> Describe and understand key aspects of: Physical geography, including: biomes and vegetation belts</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (Tropical regions) Use the 8 points of a compass, 6-figure grid references, symbols and key to build their knowledge of UK and wider world</p>		<p><b>North America Locational Knowledge</b> Locate the world's countries, using maps to focus on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities 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</p> <p><b>Human and Physical Knowledge</b> Describe and understand key aspects of: Physical geography, including: biomes and vegetation belts</p> <p><b>Geographical Skills and Fieldwork</b> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (North America) Use the 8 points of a compass, 6-figure grid references, symbols and key to build their knowledge of UK and wider world</p>		<p><b>Fieldwork</b> Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies</p>
--------	---	--	--	--	--

## Geography

### Planning Objectives

With **JESUS** at our side,  
We **ACT** with a sense of right and wrong.  
We show **LOVE** by being kind to everyone.  
We **WALK** through each day with modesty in all we  
do.

**Queniborough C.E Primary School | 10**