



Singlewell Primary School

cares about being...

Curious
Ambitious
Resilient
Equal
Safe

Geography Curriculum Document

Intent for Geography Curriculum

At Singlewell Primary School, our Geography curriculum inspires pupils to be **curious**, **ambitious**, **resilient**, **equal**, and **safe** learners who develop a deep understanding of the world around them, beginning with our local community and extending to the wider world.

We aim to ignite children's **curiosity** about the world, encouraging them to ask questions, explore, and investigate the physical and human features that shape our planet. Through the study of Gravesend and the surrounding area, pupils gain a strong sense of place and identity, developing pride and understanding of their local environment. From this foundation, we expand their horizons to compare and connect Gravesend with contrasting regions across the United Kingdom and the wider world, helping them to appreciate diversity, interdependence, and global citizenship.

We are **ambitious** in providing a geography curriculum that equips pupils with the knowledge and skills to think like geographers; interpreting data, using maps, and conducting practical fieldwork and investigations that bring learning to life. We value depth of understanding over simple recall, ensuring children move beyond learning facts about countries and continents to developing a rich, conceptual understanding of geographical processes, patterns, and relationships. Our children develop **resilience** by tackling challenging geographical enquiries and problem solving through real-world contexts.

At the heart of our curriculum is a commitment to **equality**, ensuring that every child has access to meaningful, inclusive learning experiences that value their background and perspective. We foster a **safe** learning environment where children feel confident to take risks, express ideas, and engage critically with geographical issues that affect their lives and the world they live in.

Through understanding physical and human processes, from the formation of landscapes to the growth of settlements, our pupils develop a sense of responsibility and respect for the environment. By the time they leave Singlewell, our children are informed, thoughtful global citizens who are ready to play an active part in shaping a sustainable future.

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	I can describe my immediate environment. I can use and understand positional vocabulary. I can make observations of my environment. I can describe a familiar route.	I can use maps, aerial views and diagrams to help me describe where I live. I can use simple locational and directional language. I can locate my school and significant places near my house on a map. I can identify key characteristics of the four countries and capital cities of the UK. (E.g. climate, landmarks, land) <u>Vocabulary</u> United Kingdom, England, Scotland, Wales, Northern Ireland, North, South, sea, beach, hill, mountain, capital city, London, Cardiff, Edinburgh, Belfast, park, shops, church, local road names, city, town, country, Singlewell, Gravesend	I can locate Gravesend on a map of the UK and identify key features. (E.g. landmarks) I can explain that a continent is a group of countries and identify the continent I live in. I can use world maps, atlases and globes to identify the the seven continents and the oceans. <i>* refer to place knowledge for comparison of countries and continents.</i> <u>Vocabulary</u> world map, continent, ocean, Europe, Africa, Asia, Australia, North America, South America, Antarctica,	I can explain that England is split into counties, and key features and the names of some of the major cities. I can describe the key human and physical features of Kent in particular, including links to the wider world. (E.g. motorways, rail network, ports etc) To know where Kent, Antarctica and rainforests are located in the world. I can use maps to identify environmental regions, topographical features and land-use patterns. <u>Vocabulary</u> county, climate, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Amazon rainforest, Antarctica, Kent,	I can locate the position and significance of lines of latitude and longitude, the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics in relation to India. I can describe India's geographical regions, topographical features and land-use patterns around the River Ganges. I can describe how land and river use changes over time. I can use a world map, atlas and globe to identify mountains, tectonic plates and volcanoes around the world. <u>Vocabulary</u> Climate zones, biomes, Arctic and Antarctic Circle, latitude, longitude, the Equator, Northern Hemisphere, Southern Hemisphere, India, New Delhi, Ganges.	I can use maps, atlases and globes to locate the countries of North and South America. I can describe North and South America's geographical regions, topographical features and land-use patterns. I can identify Greece is made up of mainland and surrounding islands. <i>* refer to place knowledge for comparison of countries and continents</i> <u>Vocabulary</u> atlas, index, contour, altitude, peaks, slopes, city, key, climate, Greece, Athens, island, Aegean	I can use maps, atlases and globes to locate the countries/ locations of the Carribbean Islands. I can use maps to show the UK's trade links with other countries. I can describe key locational characteristics of Trinidad and Tobago including coastal features. <i>* refer to place knowledge for comparison of countries and continents</i> <u>Vocabulary</u> Caribbean islands, dependent territories, sovereign countries, Lucayan Archipelago, the Greater Antilles, the Lesser Antilles, trade, coastal features,

Place Knowledge	I can recognise that where I live is different to other places. I can explain some simple differences between how I live in this country and life in other countries. I can talk about my own experience in other locations (E.g. holidays, days out, visiting family). <u>Vocabulary:</u> Similar, different. Compare, houses, town, rural, city, country, lifestyle.	I can use simple fieldwork and observational skills to study the geography of my school. I can link my home with other places in my local community. I can use basic geographical vocabulary to describe my local area. I can compare where I live using similarities and differences between familiar locations. <u>Vocabulary:</u> London, capital city, country, town, city, town, village, factory, farm, house, office, port, harbour, shop, beach, cliff, forest, hill, sea, river	I can compare Gravesend and London (town/ city) to a farm in a rural location in the UK. I can use an OS map, information pages, aerial photographs, simple fieldwork and observational skills to study the geography of Gravesend. I can use a key to find landmarks in my local area. <u>Vocabulary:</u> compare, population, similarities, differences, farming, culture, roads, buildings, shops,	I can use maps, atlases, information pages and aerial photographs to study the geography of a region outside of the UK. I can compare the geographical characteristics by studying the change in land use over time in Kent and the wider world (rainforests). I can discuss how climate change has an impact on land use (Antarctica). <u>Vocabulary:</u> physical features, human features, population, forest, settlement, land use, topographical features, hills, coasts, mountains, rivers, rainforests	I can describe the journey of a river from source to mouth. I can devise a sketch map/plan to show the river's journey. I can explain how the landscape has been shaped by rivers. I can use a variety of geographical sources, including maps, to compare the River Thames with the River Ganges. <u>Vocabulary:</u> landscape, feature, river, valley, the water cycle, glaciers, fjords, mountains, waterfalls, population, religion, trade, economy.	I can describe and explain similarities and differences between London and Athens by generating and answering questions about the human and physical geography of both places. I can use graphs to compare the climates of Greece and different parts of the UK. I can compare North and South America; study the global economy/ climates/ vegetation belts. I can explain why tourists visit different climates and regions (comparison of Greece and UK). <u>Vocabulary:</u> physical geography, glaciers, fjords, mountains, waterfalls, human geography, population, religion, trade, economy.	I can compare mountain ranges across the world. I can describe the global trading routes and know how goods are traded with other countries (Trinidad & Tobago). I can describe and explain differences between the diverse physical geography in the Caribbean and the UK. <u>Vocabulary:</u> Physical knowledge, mountains, waterfalls, beaches, coral reefs and volcanoes, landforms
-----------------	---	--	--	--	--	---	--

Human and Physical Geography	I can observe the effects the changing seasons have on the world around me. I can use my senses to explore natural materials in different environments (beach, woodland etc). I can identify built and natural features within my environment. Vocabulary: Spring, Summer, Autumn, Winter, changes, month of the year, trees, leaves, plants, weather.	I can confidently use technical vocabulary to describe weather and seasons. I can carry out simple investigations to find out about daily weather patterns in the UK. To be able to use a map to identify some key human and physical features of my local area. I can describe features of a places in the UK, such as city, beach, mountains and lakes. Vocabulary: season, weather, city, beach, mountains, lakes,	I can describe the human and physical features of Gravesend (River Thames, town centre etc.). I can use a world map and atlas to identify and describe some of the physical features of the UK. I can describe the differences between a village, farm, town and city. I can use aerial photos and maps to identify features of a farm. Vocabulary: Mountains, lakes, hills, village, town, city, settlement, buildings, fields, roads, arable, dairy, livestock,	I can understand some of the causes of climate change. I can describe the rainforest biome compared to other biomes, water cycle and deforestation. I can use line graphs and bar charts to explore the climate of rainforests. I can explain different types of settlement and land use (Antarctic/ rainforest). Vocabulary: pollution, vegetation, land use, housing, business, industrial, agricultural, climate, tropics, deforestation, biome, settlement, settler, site, need, shelter, food, rainforest	I can identify how volcanoes and earthquakes form and occur. I can describe the effects of earthquakes and volcanoes on humans and on the land. I can understand the effects of extreme weather phenomena. I can explain a river's role in the water cycle. Vocabulary: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, water cycle, peak, plateau, volcanoes, tornadoes, tsunamis, earthquakes,	I can explore climate, settlements, topography, vegetation, landmarks, land use and economic activity (tourism) in relation to Greece and North and South America. I can describe the key aspects of the six biomes (desert, rainforest, artic, boreal forest, tundra, savanna) and six climate zones (tropical, dry, temperate, continental, polar and tundra). I can give alternative viewpoints and solutions regarding an environmental issue. Vocabulary: climate zones, settlement, services, tourism, mountains, tectonic plates, industries, tropical, dry, temperate, continental, polar and tundra	I can explore climate, settlements, land use and economic activity (tourism) within and around well-known mountain ranges (e.g. Rockies, Alps, Pyranees). I can explore climate, settlements, land use and economic activity (tourism) within the Carribbean. I can explain the distribution of natural resources including energy, food, clothes and water in the context of the global supply chain and fair trade. Vocabulary: natural resources, energy, food, minerals, water, the global supply chain, fair trade.

Geographical Skills and Fieldwork	I can draw and understand a simple map of a place familiar to me. I can use basic positional language to explain my map. I can create a map based on a familiar story (LRRH, The Three Little Pigs etc.)  Vocabulary: Map, explore, key, in front, behind, next to, forward, backwards.	I can explore different types of maps and that they can be used for different purposes I can use a map and an atlas to identify the UK and its countries. I can create a simple map to show my local area including the road I live/ my school is on. I can use simple fieldwork and observational skills to study key human and physical features of the school and its surroundings. Vocabulary: direction, North, South, near, far, left, right, journey, the UK, changes, tally, chart, pictogram	I can devise a simple map of the local area and use and construct basic symbols in a key. I can use OS maps to study key features of Gravesend (main roads, rivers, clock tower etc). I can use aerial perspectives to recognise landmarks and basic human and physical features in Gravesend. I can understand the importance of accuracy in mapping/ the usefulness of a key. I can use the 4-point compass directions and directional language to move around a map. Vocabulary: aerial view, key, map, symbols, direction, position, route, country, human, physical, 4-point compass, North, South, East, West	I can use a 4-figure grid reference, symbols and a key on an OS map. I can locate a place using a 4-figure grid reference. I can recognise the most common symbols in a key (road, motorway, church, school, railway) I can collect quantitative fieldwork data near school to inform suggestions of how to improve the local area (e.g. traffic survey, litter) I can take digital photographs of geographical features in the locality. Vocabulary: map, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, grid reference	I can use a 4-figure grid reference on an OS map to locate tectonic plates, volcanoes and mountain ranges. I can create a detailed sketch map using symbols and a key showing the location of the River Ganges/ Thames. I can make useful observations from a likert scale to ascertain attitudes to environmental issues linked to rivers (Thames/ Ganges).  Vocabulary: sketch map, aerial view, feature, annotation, likert scale, observations	I can use/create digital/computer mapping to locate North and South America and Greece and describe their features. I can use 8-point compass directions. I can use 6-figure grid references, symbols and a key. I can choose the best approach to answer an enquiry question about contrasting climate zones. I can use the likert scale to record judgements based on the enquiry question (climate change). Vocabulary: atlas, index, symbol, observe, record, map, graph	I can confidently use maps, globes, atlases and digital/computer mapping when studying mountain ranges. I can confidently use 8-point compass directions, 6-figure grid references and OS map symbols when working with a map. I can identify many symbols in a key (footpath, campsite, viewpoint, picnic site, building of historical interest, museum, castle, nature reserve, parking, post office) I can plan a route to a chosen destination using GIS (Geographic Information Systems) Geographic Information Systems and choropleth maps - BBC Bitesize Vocabulary: coordinates, latitude, longitude, Ordnance Survey, N, NE, E, SE, S, SW, W, NW, GIS
-----------------------------------	---	---	--	--	---	---	---

Useful resource for map work skills (lesson plan and resources for every year group) - <https://www.rgs.org/schools/teaching-resources/map-skills/>