

Geography

Intention

It is our intent for the Geography element of our school curriculum to inspire pupils with a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

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 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.

Key Stage 1

Attainment targets (National Curriculum)

Key stage 1 Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- 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

Human and physical geography

- 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
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], 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
- 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.

Skills

With the attainment targets in mind, the following skills have been devised to ensure that the Geography curriculum is progressive and skills based.

Key Stage 1

Locational Knowledge	
Y1	Y2
<ul style="list-style-type: none"> • I can name and locate on a map the four countries and capital cities of the UK. • I can recognise and name some continents and oceans on a globe or atlas. 	<ul style="list-style-type: none"> • I can name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas on a map. • I can name and locate the world's seven continents and five oceans on a globe and an atlas.
Place Knowledge	
Y1	Y2
<ul style="list-style-type: none"> • I can observe and describe some features of my local area. 	<ul style="list-style-type: none"> • I can describe some geographical similarities and differences between my local area and a small area in a contrasting non-European country.
Human & Physical Geography	
Y1	Y2
<ul style="list-style-type: none"> • I can talk about my local area and can name some key landmarks. • I can begin to use basic geographical vocabulary to refer to some physical features (<i>i.e. natural environment</i>) of my school grounds and the local environment (<i>e.g. hill, river, valley</i>). • I can begin to talk about the human environment of my local area, 	<ul style="list-style-type: none"> • I can talk about my local area and name and <i>locate</i> key landmarks. • I can use geographical vocabulary to refer to a range of <i>physical</i> and <i>human</i> features of my local area and contrasting settlements. • I can identify seasonal and daily weather patterns in the UK. • I can describe which continents have

<p>naming some features using key vocabulary (<i>e.g. farm, house, factory, shop</i>).</p> <ul style="list-style-type: none"> • I can talk about the day-to-day weather and some of the features of the seasons in my locality. • I can understand that the weather may vary in different parts of the UK and in different parts of the world. 	<p>significant hot or cold areas and relate these to the poles and the equator.</p>
Geographical Skills & Fieldwork	
Y1	Y2
<ul style="list-style-type: none"> • I know that maps give information about the world (<i>where and what?</i>). • I can locate places on a map of the local area using locational and directional language (<i>e.g. near & far; left & right</i>). • I can recognise simple features on maps such as buildings, roads and fields. • I can draw a simple map (<i>real or imaginary place</i>). • I can understand that symbols mean something on maps and can find a given symbol, with support. • I am beginning to realise why maps need a key. • I can assist in keeping a weekly weather chart based on first-hand observations using picture symbols. <p><u><i>Digital mapping skills using Digimaps:</i></u></p> <ul style="list-style-type: none"> • I can find places on <i>Digimaps</i> using a simple name search. • I can draw around simple shapes and explain what they are on the map, <i>e.g. houses, lakes</i>. • I can use vertical large scale aerial photographs to recognise some features of a locality. 	<ul style="list-style-type: none"> • I can use simple compass directions (<i>North, South, East and West</i>) and locational and directional language to describe a journey on a map of the local area. • I know which direction North is on an Ordnance Survey map. • I can draw a simple map with symbols (own or class agreed) and a basic key. • I can look down on objects and make a plan, <i>e.g. objects on a desk</i>. • I can keep a weekly weather chart based on first-hand observations using picture symbols and talk about this data, possibly identifying patterns. <p><u><i>Digital mapping skills using Digimaps:</i></u></p> <ul style="list-style-type: none"> • I can use aerial photographs to identify physical and human features of a locality. • I can draw a simple route. • I can zoom in and out of a map and know that when you zoom in you see a smaller area in more detail. • I can add simple information to maps, <i>e.g. labels and markers</i>. • I can use the measurement tool, with support, to show distance (<i>e.g. my house to school</i>). • I can add an image to a map.

Key Stage 2

Attainment targets (National Curriculum)

Pupils should be taught to:

Locational knowledge

- 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
- name and locate 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.
- 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).

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography

- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- describe and understand key aspects of 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.

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- 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.

Lower Key Stage 2

Locational Knowledge

Y3 & Y4

- I can describe where the UK is located, and name and locate its four countries.
- I can locate where I live in the UK, using locational terminology (*north, south, east,*

and west) and the names of nearby counties.

- I can describe where I live relative to continent, country, county and city.
- I can locate some of the UK's major urban areas.
- I can locate and describe some human and physical characteristics of the UK (*e.g. locate and label the main British rivers*).
- I can locate some countries in Europe and North & South America on a map or globe.
- I can describe some European and North & South American cities using a map.
- I can identify some states of the USA using a map.
- I can use a globe and map to identify the position of the poles, Equator, Northern Hemisphere and Southern Hemisphere.
- I can locate the Tropics of Cancer & Capricorn, Arctic & Antarctic circles.
- I can identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude.

Place Knowledge

Y3 & Y4

- I can understand the physical and human geography of the UK and its contrasting human and physical environments.
- I can explain why some regions of the UK are different from others.
- I can describe and compare similarities and differences between some regions in Europe and North or South America.
- I can understand how the human and physical characteristics of one region in Europe and North or South America are connected and make it special.

Human & Physical Geography

Y3 & Y4

- I can describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.
- I can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.
- I can use simple geographical vocabulary to describe significant physical features (*e.g. river, hill, mountain, volcano and coast*).
- I can describe the water cycle in sequence, using appropriate vocabulary.
- I can identify and sequence a range of settlement sizes from a village to a city.
- I can describe the characteristics of settlements with different functions, *e.g. coastal towns*.
- I can use appropriate vocabulary to describe the main land uses within urban areas and identify the characteristics of rural areas.

Geographical Skills & Fieldwork

Y3 & Y4

- I can use four-figure grid references to locate features.
- I can give direction instructions up to eight compass points.
- I can use maps at more than one scale.
- I can confidently use large scale maps outside (*e.g. to follow a route around the village, identifying human and physical features along the route.*)
- I can make a sketch map of a short route with features in the correct order and

position.

- I can make a simple scale plan of a room.
- I can carry out fieldwork in the local area and present the information gathered using simple graphs.
- I can give maps a key with standard symbols.
- I can use some Ordnance Survey map symbols.

Digital mapping skills using Digimaps:

- I can find places using a place name, postcode or grid reference search.
- I can use the zoom function to locate places and to explore places at different scales.
- I can use the linear measurement tool to show distance (*e.g. my house to school*).
- I can add a range of annotation labels and text to my maps to help me explain features and places.
- I can highlight an area on a map and measure it using the Area Measurement Tool.
- I can use the Grid Reference Tool to record location.
- I can add photographs to specific locations on my map.

Upper Key Stage 2

Locational Knowledge
Y5 & Y6
<ul style="list-style-type: none">• I can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.• I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.• I can recognise broad land-use patterns of the UK.• I can locate cities, countries and regions of Europe and North & South America on physical and political maps.• I can describe key physical and human characteristics and environmental regions of Europe and North & South America.• I can locate places studied in relation to the Equator, The Tropics of Cancer & Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.
Place Knowledge
Y5 & Y6
<ul style="list-style-type: none">• I can understand how a region has changed and how it is different from another region of the UK.• I can know information about a region of Europe and North & South America, its physical environment and climate, and economic activity (<i>e.g. understand that a region such as the Alps is unique</i>).• I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.• I can understand how human activity is influenced by climate and weather.• I can understand hazards from physical environments and their management, such

as avalanches in mountain regions.

- I can identify an important environmental issue (*e.g. destruction of the rainforest*), explaining threats to wildlife/habitats.

Human & Physical Geography

Y5 & Y6

- I can understand how climate and vegetation are connected in biomes, *e.g. the tropical rainforest and the desert*.
- I can describe what the climate of a region is like and how plants and animals are adapted to it.
- I can understand how food production is influenced by climate.
- I can describe and understand a range of key physical processes and the resulting landscape features, *e.g. how a mountain region was formed*.
- I can know and understand what life is like in cities and in villages and in a range of settlement sizes.
- I can understand that products we use are imported as well as locally produced.
- I can describe different types of industry currently in the local area and can explain how these have changed over time.
- I can understand where our energy and natural resources come from.

Geographical Skills & Fieldwork

Y5 & Y6

- I can use thematic maps for specific purposes, (*e.g. use physical and political maps to identify the Alps, its countries, cities and topography*).
- I can use globes and atlases to locate places studied in relation to the Equator, latitude & longitude and time zones.
- I can use four-figure and six-figure grid references.
- I can describe and interpret relief features, recognising that contours show height.
- I can read and compare map scales, reading the scale bar on a map.
- I can give direction instructions up to eight compass points and can align a map to a route.
- I can make sketch maps of an area using symbols and a key.
- I can use and interpret a range of Ordnance Survey map symbols.
- I can plan and carry out fieldwork in an urban area and/or a rural area using appropriate techniques (*e.g. surveys, photographs, interviews*).

Digital mapping skills using Digimaps:

- I can find six-figure grid references and check using the Grid Reference Tool.
- I can combine area and point markers to illustrate theme.
- I can use maps to research factual information about locations and features.
- I can *confidently, accurately and independently* demonstrate all the digital mapping skills listed at LKS2.