

Geography 2018-19

A high-quality geography education should inspire in pupils 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. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

FOUNDATION STAGE LEARNING SKILLS 40 - 60 months	<ul style="list-style-type: none"> - Comments and asks questions about aspects of the familiar such as the place where they live or the natural world - Children know about similarities and differences with different places, objects, materials and living things. - They talk about the features of their own immediate environment and how environments may vary from one another. 				
All about me	Celebrations/Festivals	Buildings	Stories & Books	Living Things	Our Community / World
People who help us in school Families. Likes and dislikes Our senses Our bodies Our local community. People who help us in school	Different religions & cultures. Festivals Similarities & differences between people. Cooking ICT Different religions & cultures.	Looking into past and present. Understanding similarities & differences in buildings. Describing features of environment. ICT Looking into past and present.	Using different technologies. Understanding how people can be unique and have like different things. ICT	Making observations of animals & plants. Explaining how things occur. Learning about similarities / differences in relations to living things. Planting Sunflowers.	Learning about difference / similarities in relation to places, communities and traditions. Talk about features of immediate environment and how this might vary to another. Looking at people who help us. ICT

KEY STAGE 1 SKILLS	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
Year 1		<p style="text-align: center;"><u>Comparison</u></p> <p style="text-align: center;">UK life compared with Thai life</p>	<p style="text-align: center;"><u>Living Things</u></p> <p style="text-align: center;">Looking at a map of the school grounds & identifying human & physical features.</p>	<p style="text-align: center;"><u>Our World and Community</u></p> <p style="text-align: center;">Castles around the UK</p>
Year 2	<p style="text-align: center;"><u>The World</u></p> <p style="text-align: center;">Locational knowledge, naming countries on a map of the world, hot and cold areas in the world, equator</p>	<p style="text-align: center;"><u>A contrasting locality-Kenya</u></p> <p style="text-align: center;">Place knowledge, similarities and differences between a small UK area in contrast with non-UK area.</p>		<p style="text-align: center;"><u>The Forest</u></p> <p style="text-align: center;">Geographical skills and fieldwork, contrasting location with the forest e.g. mountain. Ariel photos, maps and plans Using a compass Seasonal and daily weather patterns Photo of a tree and tree display Rain meter reading</p>

Key Stage 2 Skills	<p>Locational knowledge</p> <p>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>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</p> <p>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)</p>	<p>Place knowledge</p> <p>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</p>	<p>Human and physical geography</p> <p>Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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</p>	<p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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>
Year 3	<p><u>Europe</u></p> <p>World maps, countries and cities within Europe</p>		<p><u>Ancient Greece</u></p> <p>Volcanoes and earthquakes</p>	<p><u>Geographical skills and fieldwork</u></p> <p>Compass, grid references of the UK and the wider world</p>
Year 4	<p><u>Modern Europe</u></p> <p>Including revision of continents, European map work, capital cities, landmarks, rivers, mountains and a contrasting location analysis</p>	<p><u>Geography skills and fieldwork</u></p> <p>Atlas, map globes and digital mapping skills.</p> <p>A study of the UK and a journey visiting significant places. Transport.</p>	<p><u>Types of settlement and land use</u></p> <p>The Rainforest</p>	

<p>Year 5</p>	<p>Location/ Place knowledge</p> <p>N. America- a California focus</p>		<p>Human / Physical Geography</p> <p>Biomes- environmental regions</p>	<p>Geographical Skills & Fieldwork</p> <p>St Albans- local study</p>
<p>Year 6</p>	<p>Locational/ place knowledge</p> <p>South American country- Brazil</p>		<p>Human physical geography</p>	<p>Geographical skills & fieldwork</p> <p>River studies Sketch map Grid references Physical features in local area- St Albans</p>

