

National Curriculum Expectations

Purpose of study - 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

Attainment targets = By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

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 7 continents and 5 oceans
- name, locate and identify characteristics of the 4 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

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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 in 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
- 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 8 points of a compass, 4- and 6-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.

Context 2018/2019 To be reviewed and changed at least annually!!

Skills Progression

Reception

The world			
<p>I can comment and asks questions about aspects of my familiar world such as the place where I live or the natural world.</p> <p>I can talk about some of the things I have observed such as plants, animals, natural and found objects.</p> <p>I can develop an understanding of growth, decay and changes over time.</p> <p>I can show care and concern for living things and the environment</p> <p>I can look closely at similarities, differences, patterns and change</p>			

Year 1

Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
I can name and locate a local town.	I can observe and describe the human and physical geography of a small area of the United Kingdom.	<p>I can identify seasonal/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.</p> <p>I can use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p>	<p>I can use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>I can use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</p> <p>I can use photographs to recognise landmarks</p>

			and basic human and physical features; devise simple picture maps. I can use simple fieldwork and observational skills to study the geography of their school and its grounds.
Year 2			
Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. I can name and locate the world's seven continents and five oceans.	I can 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 non-European country.	I can identify seasonal/daily weather patterns in the UK and the location of hot areas of the world in relation to the equator. I can use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) I can use basic Geographical vocabulary to refer to key human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.	I can use world maps, atlases and globes to identify the United Kingdom and its countries. I can use simple compass directions (North, East, South and West), to describe the location of features and routes on a map. I can 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. I can use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.
Year 3			
Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
I can name and locate countries and cities of the UK, geographical regions. I can identify human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	I can understand geographical similarities and differences through studying the human and physical geography of a region of the UK.	I can describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.	I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can 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. I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Year 4			
Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork

<p>I can locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>I can identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p> <p>Linking with History, I can compare land use maps of UK from past with the present, focusing on land use.</p>	<p>I can understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in Africa.</p>	<p>I can describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>I can describe and understand key aspects of: Types of settlements in modern Britain: villages, towns, cities.</p>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can learn the eight points of a compass, and four-figure grid references.</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
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Year 5

Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
<p>I can locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>I can compare 2 different regions in UK rural/urban.</p> <p>I can locate and name the main counties and cities in England.</p>	<p>I can compare a region in UK with a region in Europe with significant differences and similarities.</p>	<p>I can describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p> <p>I can describe and understand key aspects of : Human geography including trade between UK and Europe and ROW.</p> <p>I can describe and understand key aspects of : Fair/unfair distribution of resources (Fairtrade). Types of settlements in Viking, Saxon Britain linked to History.</p>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>I can use fieldwork to observe, measure and record 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 6

Location Knowledge	Place Knowledge	Human and Physical Geography	Geographical skills and fieldwork
<p>I can use a world map to locate the main countries in Africa, Asia and Australasia/Oceania and identify the main environmental regions, key physical and human characteristics, and major cities.</p> <p>I can map how land use has changed in local area over time.</p> <p>I can name and locate the key topographical features including coast, features of erosion,</p>	<p>I can compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p> <p>I can understand some of the reasons for similarities and differences.</p>	<p>I can describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>I can describe and understand key aspects of: Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T) Fair/unfair distribution of resources (Fairtrade).</p>	<p>I can use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>I can extend to 6 figure grid references with teaching of latitude and longitude in depth. Expand map skills to include non-UK countries.</p> <p>I can use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including</p>

hills, mountains and rivers and understand how these features have changed over time.			sketch maps, plans and graphs, and digital technologies.
Assessment			
<p>Flic to be completed in all year groups. Evidence in books of the areas and skills covered Knowledge in books Project homework</p>			
Monitoring			
<p>Monitor FLiC Book scrutiny x 2 a year Child interviews x 2 a year Learning walk – focus on Geography displays as and when Complete SEF for Geography as part of the Humanities Team annually Complete an Action Plan for Geography as part of the Humanities Team annually and refine and evaluate throughout the year Share SEF and Action Plan with link governors and involve governors throughout the year when implementing actions</p>			