

NC 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.'

- 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.
 - Understand the processes that give rise to key physical and human features of the world.
 - Are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork
 - interpret a range of sources of geographical information
 - communicate geographical information in a variety of ways.

Progression Overview & Depth (NC)

Children in Key Stage One need to have context, therefore this is the reason for focusing on the United Kingdom in this key stage. Ideally the children will have some background knowledge which can be built upon, which will spark the curiosity in the place that we live. This spark will then grow when looking at the wider world. The children will learn that Geography can be categorized into physical and human geography and should get the opportunities to explore both aspects within topics. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use basic geographical skills, including first-hand observation and simple map work.

UK & Local Area

In Key Stage One pupils are developing their knowledge about the world but specifically focusing on the United Kingdom and their locality. This will ensure that they have secure understanding of their immediate environment and surrounding countries before moving onto a wider context.

The World & Continents

The children will not start to study the wider world until they reach Key Stage Two, but they should know the composition of the world (continents and oceans) so they are aware of the bigger picture.

Prior Learning: EYFS: Understanding the World (People and Communities/The World)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.
 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.

Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
<ul style="list-style-type: none"> • Name and locate the world's 7 continents • Name and locate the 5 oceans • Name and locate the 4 countries in the UK. • Identify characteristics of the 4 countries. • Identify the capital cities of the United Kingdom • Identify the surrounding seas of the UK 	<ul style="list-style-type: none"> • Study the human and physical aspects of a small area of the UK. • Study the human and physical aspects of a small area in a contrasting non-European country. • Understand the geographical similarities and differences between the two contrasting countries (by considering the human and physical features.) 	<ul style="list-style-type: none"> • Identify seasonal and weather patterns in the UK • To be able to identify the Equator. • To be able to use their knowledge of the equator to identify hot and cold countries • To be able to identify the locations of the north and south poles on a map and globe. 	<p>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.</p> <ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West). • Use locational and directional language (near and far, left and right), to describe the location of features and routes on a map. • Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features • Create a simple map • Use and construct basic symbols in a key • Use simple fieldwork and observational skills to study the geography of their school and its grounds -the key human and physical features of its surrounding environment

<p>Vocabulary: Year 1: UK (United Kingdom),country, nation, flag, England, Scotland, Wales, Northern Ireland, capital city, London, Edinburgh, Cardiff, Belfast, sea, ocean, English Channel, North Sea, Irish Sea Atlantic Ocean.</p> <p>Year 2: Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, continent, Europe, North America, South America, Africa, Asia, Oceania, Antarctica.</p>	<p>Vocabulary: town, seaside, Africa, culture</p>	<p>Children should be able to use the following basic vocabulary: Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Spring, Summer, Autumn, Winter, Equator, North and South Poles Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Vocabulary: map, atlas, globe, photograph, key, compass, north, south, west, east, directions, near, far, left, right, route, symbols</p> <p>school, grounds, playground, building, garden, pond, fence, gate, tree, bush, plant</p>
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Assessment by the end of KS1 :

Contextual knowledge
Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.

Understanding:
Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.

Geographical Enquiry:
Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.

Next learning
By the end of LKS2:

Contextual knowledge
Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.

Understanding:
Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.

Geographical Enquiry:
Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.

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Progression Overview & Depth

In LKS2 both physical and human features will be discussed, however there is going to be a greater focus on human geography. This aspect of geography has previously been neglected, and so to try and give equal weighting to both areas of the subject this will be the focus.

UK & Local Area (NC)

The World & Continents (NC)

Building on KS1 knowledge of the UK, children will now begin to explore more of the world. They will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. When studying Europe, this will include the location and characteristics of a range of the world's most significant human and physical features. Locating places and features accurately on maps also becomes a focus.

Prior Learning Key Stage One:
Contextual knowledge
 Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.

Understanding:
 Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.

Geographical Enquiry:
 Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos.

Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
<ul style="list-style-type: none"> • Use maps to focus on Europe (including the location of Russia). Concentrate on their environmental regions, key physical and human characteristics. Identify the countries and major cities of Europe. • Name and locate counties and cities of the United Kingdom on a map. • Locate geographical regions of the UK and their human and physical characteristics. • Within the UK identify key topographical features (including hills, mountains, coasts and rivers). • Identify land-use patterns. • Understand how some of the above aspects have changed in a place 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. 	<ul style="list-style-type: none"> • Begin to understand and explore geographical similarities and differences through the study of a region of the United Kingdom and a region in a European country. Compare both the human and physical geography. 	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including climate zones, rivers, mountains 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 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the 4 main points of a compass (north, east, south, west) • Use 4 figure grid references. • Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies.

<p>Use key vocabulary to demonstrate knowledge and understanding: Europe, Italy, Rome, United Kingdom, county, country, town, coast, physical and human features, mountain, hill, river, sea, climate, tropics, tropical, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: Physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: Physical features, human features, climate, zones, regions, rivers, mountains, water cycle, pollution, settlement, land use, economic, trade, natural resources, energy, minerals, tourism, economy, farming, agriculture, mining.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: Sketch map, map, atlas, index, globe, aerial view, photograph, digital mapping, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates, compass points – north, south, east, west.</p>
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Assessment by the end of LKS2 :

Contextual knowledge:
Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.

Understanding:
Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.

Geographical Enquiry:
Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.

Next learning
By the end of UKS2:

Contextual Knowledge:
Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.

Understanding:
Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.

Geographical Enquiry:
Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.

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Progression Overview & Depth

In UKS2, there will be a greater focus on physical geography, this is not to say that both human and physical aspects of Geography cannot be studied. Through giving priority to human and physical geography across LKS2 and UKS2 it is hoped that there will be an even coverage of the subject. Children should then have a deeper understanding of the difference between human and physical geography. Children build on their map skills by communicating locations for example by using six-figure grid references, coordinates and eight points of a compass. Fieldwork will be used to observe, measure and record change over time.

UK & Local Area (NC)

In previous years, children have studied their direct surroundings of the United Kingdom, then this was expanded to look at Europe. In UKS2, children will get the opportunity to look at North/South America. This progression allows children to slowly develop a 'bigger picture' of the world starting small and working up to countries which may seem abstract if the children have had no experience of travelling. Children will develop their analytical skills by comparing areas of the UK with areas outside of the U.K.

The World & Continents (NC)

In UKS2, children are now starting to develop a bigger picture of the world. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to LKS2, children focus more on finding locations outside of the UK. They will have a deeper knowledge of diverse places, people, resources and natural and human environments.

Prior Learning Lower Key Stage Two:

Contextual knowledge:

Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features.

Understanding:

Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing places, and understand some reasons for similarities and differences.

Geographical Enquiry:

Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images and aerial photos. They can express their opinions and recognise that others may think differently.

Locational Knowledge	Place Knowledge	Human & Physical Geography	Geographical Skills & Fieldwork
<ul style="list-style-type: none"> • Use maps to locate the world's countries, with a particular focus on North / South America. Identify the countries and major cities of North / South America. Concentrate on their environmental regions, key physical and human characteristics. • 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). • Identify land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region within North or South America. 	<ul style="list-style-type: none"> • Identify key physical characteristics of North/South America. • Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. • Identify key human characteristics of North/South America including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> • Use maps to identify key topographical features (including hills, mountains, coasts and rivers). • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass. • Use 4 & 6-figure grid references. • Use symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork to continue to observe, measure and record the human and physical features in the local area using a range of methods. • Analyse data to establish the answers to questions. • Present the enquiry and its outcome to someone. • Use a range of methods, specifically graphs and digital technologies.

<p>Use key vocabulary to demonstrate knowledge and understanding: Contour, continent, country, city, border, North / South America ,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>Use key vocabulary to demonstrate knowledge and understanding: Physical and human features, climate, land use, settlement, economy, natural resources.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: Physical geography: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle. Mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution. Human geography: settlement, settler, land use, economic activity, trade links, distribution of natural resources, energy.</p>	<p>Use key vocabulary to demonstrate knowledge and understanding: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, compass – Northeast, Southeast, Northwest, Southwest, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>
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Assessment by the end of UKS2 :

Contextual Knowledge:
Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.

Understanding:
Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.

Geographical Enquiry:
Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions, and recognise why others may have different points of view.

Next learning
By the end of KS3:

Contextual Knowledge:
Have extensive knowledge relating to a wide range of places, environments and features at a variety of appropriate spatial scales, extending from local to global.

Understanding:
Understand the physical and human conditions and processes that lead to the development of, and change in, a variety of geographical features, systems and places. They can explain various ways in which places are linked and the impact such links have on people and environments. They can make connections between different geographical phenomena they have studied.

Geographical Enquiry:
Be able, with increasing independence, to choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems, and express and engage with different points of view about these.