



## Leavening Community Primary School Geography Subject Overview

*'Geography is a subject which holds the key to our future.'*

*Michael Palin.*

### Progression of Skills for EYFS

#### The characteristics of effective teaching and learning

**In planning and guiding what children learn, practitioners must reflect on the different rates at which children are developing and adjust their practice appropriately. Three characteristics of effective teaching and learning are:**

- playing and exploring - children investigate and experience things, and 'have a go'
- active learning - children concentrate and keep on trying if they encounter difficulties, and enjoy achievements
- creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things

**(Taken from the Statutory Framework for the EYFS)**

#### Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

**(Taken from the EYFS Statutory Educational Programme)**

## Mathematics

Developing a strong grounding in number is essential so that all children develop the necessary building blocks to excel mathematically. Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers. By providing frequent and varied opportunities to build and apply this understanding - such as using manipulatives, including small pebbles and tens frames for organising counting - children will develop a secure base of knowledge and vocabulary from which mastery of mathematics is built. In addition, it is important that the curriculum includes rich opportunities for children to develop their spatial reasoning skills across all areas of mathematics including shape, space and measures. It is important that children develop positive attitudes and interests in mathematics, look for patterns and relationships, spot connections, 'have a go', talk to adults and peers about what they notice and not be afraid to make mistakes.

(Taken from the EYFS Statutory Educational Programme)

### Geography in Nursery

#### Three and Four-Year-Olds

##### Mathematics

- Understand position through words alone. For example, "The bag is under the table," - with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

##### Understanding the World

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

### Geography in Reception

#### Reception

##### Understanding the World

- Draw information from a simple map.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Recognise some environments that are different to the one in which they live.

##### ELG

##### Understanding the World

##### People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.



3 & 4-year-olds will be learning to:

Examples of how to support this:

Understand position through words alone – for example, “The bag is under the table,” –with no pointing.

Discuss position in real contexts. Suggestions: how to shift the leaves **off** a path, or sweep water away **down** the drain.

Describe a familiar route.

Use spatial words in play, including ‘in’, ‘on’, ‘under’, ‘up’, ‘down’, ‘besides’ and ‘between’. Suggestion: “Let’s put the troll under the bridge and the billy goat beside the stream.”

Discuss routes and locations, using words like ‘in front of’ and ‘behind’.

Take children out to shops or the park: recall the route and the order of things seen on the way.

Set up obstacle courses, interesting pathways and hiding places for children to play with freely.



3 & 4-year-olds will be learning to:

Examples of how to support this:

Use all their senses in hands-on exploration of natural materials.

Provide interesting natural environments for children to explore freely outdoors.

Explore collections of materials with similar and/or different properties.

Make collections of natural materials to investigate and talk about. Suggestions:

- contrasting pieces of bark
- different types of leaves and seeds
- different types of rocks
- different shells and pebbles from the beach

Talk about what they see, using a wide vocabulary.

Provide equipment to support these investigations. Suggestions: magnifying glasses or a tablet with a magnifying app.

Encourage children to talk about what they see.

Model observational and investigational skills. Ask out loud: “I wonder if...?”

Plan and introduce new vocabulary, encouraging children to use it to discuss their findings and ideas.

## The Natural World

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons.



Children in reception will be learning to:

Examples of how to support this:

Draw information from a simple map.

Draw children’s attention to the immediate environment, introducing and modelling new vocabulary where appropriate.

Familiarise children with the name of the road, and or village/town/city the school is located in.

Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.



3 & 4-year-olds will be learning to:	Examples of how to support this:
Begin to understand the need to respect and care for the natural environment and all living things.	<ul style="list-style-type: none"> <li>observe an apple core going brown and mouldy over time</li> <li>help children to care for animals and take part in first-hand scientific explorations of animal life cycles, such as caterpillars or chick eggs.</li> </ul> <p>Plan and introduce new vocabulary related to the exploration. Encourage children to use it in their discussions, as they care for living things.</p> <p>Encourage children to refer to books, wall displays and online resources. This will support their investigations and extend their knowledge and ways of thinking.</p>



3 & 4-year-olds will be learning to:	Examples of how to support this:
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	<p>Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.</p> <p>Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.</p>

(Taken from the 'Working with the revised Early Years Foundation Stage Principles into Practice' by JULIAN GRENIER')



Children in reception will be learning to:	Examples of how to support this:
Recognise some similarities and differences between life in this country and life in other countries.	<p>Teach children about places in the world that contrast with locations they know well.</p> <p>Use relevant, specific vocabulary to describe contrasting locations.</p> <p>Use images, video clips, shared texts and other resources to bring the wider world into the classroom, listen to what children say about what they see.</p> <p>Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.</p>
Explore the natural world around them.	<p>Provide children with have frequent opportunities for outdoor play and exploration.</p> <p>Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences.</p>



Children in reception will be learning to:	Examples of how to support this:
	<p>Create opportunities to discuss how we care for the natural world around us.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p> <p>After close observation, draw pictures of the natural world, including animals and plants.</p> <p>Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.</p>



Children in reception will be learning to:

Examples of how to support this:

Recognise some environments that are different to the one in which they live.

Teach children about a range of contrasting environments within both their local or national region.

Model the vocabulary needed to name specific features of the natural world, both natural and man-made.

Share non-fiction texts that offer an insight into contrasting environments.

Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

(Taken from the 'Working with the revised Early Years Foundation Stage Principles into Practice' by JULIAN GRENIER')

## Geography in KS1

### Key Stage One:

#### National Curriculum Requirements of Geography

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.

#### Locational Knowledge

Pupils should be taught to:

- 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**

#### **Pupils should be taught to:**

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**

#### **Pupils should be taught to:**

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**

#### **Pupils should be taught to:**

- 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.



## Geography in KS2

### Key Stage Two:

#### National Curriculum Requirements of Geography

- 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 tools and skills to enhance their locational and place knowledge.

#### 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 & 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 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.

# Threshold Concepts for Geography

Investigating Locations  
Investigating Patterns  
Communicating Geographically

## Types of Geography Knowledge

The geography curriculum in schools identifies the knowledge and skills that pupils are to learn. Like many subjects, knowledge in geography can be organised into 2 forms:

- **Substantive knowledge** sets out the content that is to be learned. The national curriculum and other geography education literature presents this through 4 interrelated forms:
  - locational knowledge
  - place knowledge
  - human and physical processes (the geography community also includes 'environmental' as part of this)
  - geographical skills.
- **Disciplinary knowledge** considers how geographical knowledge originates and is revised. It is through disciplinary knowledge that pupils learn the practices of geographers.
- Geographical expertise is built on **substantive geographical knowledge**. Drawing from the breadth of concepts gives pupils the knowledge they need to appreciate the whole domain of geography.

Looking at each form of **substantive knowledge** in turn demonstrates both the substance of each and the relationships between them, as illustrated in the graphic below.





## Disciplinary knowledge

In geography, unlike some other subjects, there is not a commonly held view on what disciplinary knowledge is. **Disciplinary knowledge** can be viewed as the connection between the academic discipline and the school subject. As the scope of geography is complex, so the discipline is too. Broadly, disciplinary knowledge introduces pupils 'to specialised forms of knowledge, modes of thought and experience, which are the symbolic products of past human endeavours to better know the world and the people within it'.

\*Taken from the 'Research review series: Geography (June 2021)'

## Geography in KS1

### Locational Knowledge

Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.

### KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.

### Children can:

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

use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.

### **Place Knowledge**

**Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.**

#### **KS1 Geography National Curriculum**

**Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.**

**Children can:**

- a compare the UK with a contrasting country in the world;
- b compare a local city/town in the UK with a contrasting city/town in a different country;

use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.

### **Human and Physical Geography**

**Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.**

#### **KS1 Geography National Curriculum**

**Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.**

**Children can:**

- a 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;
- b 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;
- c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour **and shop.**

### **Geographical Skills and Fieldwork**

**Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.**

#### **KS1 Geography National Curriculum**

**Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.**

**Children can:**

- a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- b use simple compass directions and locational and directional to describe the location of features and routes on a map;
- c devise a simple map; and use and construct basic symbols in a key;
- d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;

use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

## Year 1

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they say what they like about their locality?</li> <li>• Can they sort things they like and don't like?</li> <li>• Can they answer some questions using different resources, such as books, the internet and atlases?</li> <li>• Can they think of a few relevant questions to ask about a locality?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell someone their address?</li> <li>• Can they explain the main features of a hot and cold place?</li> <li>• Can they describe a locality using words and pictures?</li> <li>• Can they explain how the weather changes with each season?</li> <li>• Can they name key?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to explain why they would wear different clothes at different times of the year?</li> <li>• Can they tell something about the people who live in hot and cold places?</li> <li>• Can they explain what they might wear if they lived in a very hot or a very cold place?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify the four countries making up the United Kingdom?</li> <li>• Can they name some of the main towns and cities in the United Kingdom?</li> <li>• Can they point out where the equator, north pole and south pole are on a globe or atlas?</li> </ul>
<ul style="list-style-type: none"> <li>• Can they answer questions about the weather?</li> <li>Can they keep a weather chart?</li> </ul>	features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?		
<b>Challenging</b>			
<ul style="list-style-type: none"> <li>• Can they answer questions using a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name different jobs that people living in their area might do?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name a few towns in the south and north of the UK?</li> </ul>



## Year 2

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they label a diagram or photograph using some geographical words?</li> <li>• Can they find out about a locality by using different sources of evidence?</li> <li>• Can they find out about a locality by asking some relevant questions to someone else?</li> <li>• Can they say what they like and don't like about their locality and another locality like the seaside?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe some physical features of their own locality?</li> <li>• Can they explain what makes a locality special?</li> <li>• Can they describe some places which are not near the school?</li> <li>• Can they describe a place outside Europe using geographical words?</li> <li>• Can they describe some of the features associated with an island?</li> <li>• Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe some human features of their own locality, such as the jobs people do?</li> <li>• Can they explain how the jobs people do may be different in different parts of the world?</li> <li>• Do they think that people ever spoil the area? How?</li> <li>• Do they think that people try to make the area better? How?</li> <li>• Can they explain what facilities a town or village might need?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the continents of the world and find them in an atlas?</li> <li>• Can they name the world's oceans and find them in an atlas?</li> <li>• Can they name the major cities of England, Wales, Scotland and Ireland?</li> </ul> <p>Can they find where they live on a map of the UK?</p>
<b>Challenging</b>			
<ul style="list-style-type: none"> <li>• Can they make inferences by looking at a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like in different parts of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find the longest and shortest route using a map?</li> <li>• Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how the weather affects different people?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they locate some of the world's major rivers and mountain ranges?</li> <li>• Can they point out the North, South, East and West associated with maps and compass?</li> </ul>

## Geography in Lower KS2

### Locational Knowledge

Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.

### KS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

**Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.**

**Children develop their understanding, recognising and identifying key physical and human geographical features.**

**Children can:**

- a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;
- b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;
- c 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;

use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

### **Place Knowledge**

**Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.**

### **KS2 Geography National Curriculum**

**Children can 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.**

**Children can:**

- a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;
- b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;
- c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;
- d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;
- e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.

### **Human and Physical Geography**

**Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.**

### **KS2 Geography National Curriculum**

**Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.**

**Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.**

**Children can:**

**describe and understand key aspects of:**

- a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- b human geography, including: types of settlement and land use;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: 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, settlement, settler, site, need, shelter, food.

### **Geographical Skills and Fieldwork**

**Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.**

### **KS2 Geography National Curriculum**

**Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).**

**Children can:**

- a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.



### Year 3

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Do they use correct geographical words to describe a place and the events that happen there?</li> <li>• Can they identify key features of a locality by using a map?</li> <li>• Can they begin to use 4 figure grid references?</li> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic OS map symbols?</li> <li>• Can they make accurate measurement of distances within 100Km?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they describe how volcanoes are created?</li> <li>• Can they describe how earthquakes are created?</li> <li>• Can they confidently describe physical features in a locality?</li> <li>• Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> <li>• Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe how volcanoes have an impact on people's lives?</li> <li>• Can they confidently describe human features in a locality?</li> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name a number of countries in the Northern Hemisphere?</li> <li>• Can they locate and name some of the world's most famous volcanoes?</li> <li>• Can they name and locate some well-known European countries?</li> <li>• Can they name and locate the capital cities of neighbouring European countries?</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> </ul>
<b>Challenging</b>			
<ul style="list-style-type: none"> <li>• Can they work out how long it would take to get to a given destination taking account of the mode of transport?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why a locality has certain physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how people's lives vary due to weather?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the two largest seas around Europe?</li> </ul>

## Year 4

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they carry out a survey to discover features of cities and villages?</li> <li>• Can they find the same place on a globe and in an atlas?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place in England?</li> <li>• Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe the main features of a well known city?</li> <li>• Can they describe the main features of a village?</li> <li>• Can they describe the main physical differences between cities and villages?</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>• Do they know the difference between the British Isles, Great Britain and UK?</li> <li>• Do they know the countries that make up the European Union?</li> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they locate and name some of the main islands that surround the UK?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul>
<b>Challenging</b>			
<ul style="list-style-type: none"> <li>• Can they give accurate measurements between 2 given places within the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how a locality has changed over time with reference to physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how people are trying to manage their environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the counties that make up the home counties of London?</li> <li>• Can they name some of the main towns and cities in Yorkshire and Lancashire?</li> </ul>

## Geography in Upper KS2

### Locational Knowledge

Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.

### KS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.

### Children can:

- a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;
- c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

### Place Knowledge

Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live.

Children are encouraged to conduct independent research, asking and answering questions.

### KS2 Geography National Curriculum

Children can 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.

### Children can:

- a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;

- b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

### **Human and Physical Geography**

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

### **KS2 Geography National Curriculum**

Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can:

**describe and understand key aspects of:**

- a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- b 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;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

### **Geographical Skills and Fieldwork**

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

### **KS2 Geography National Curriculum**

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- a use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- b 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;



- c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

## Year 5

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they collect information about a place and use it in a report?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why many cities of the world are situated by rivers?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live by rivers?</li> <li>• Can they explain how a</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate many of the world's major rivers on maps?</li> </ul>
<ul style="list-style-type: none"> <li>• Can they map land use?</li> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they make detailed sketches and plans; improving their accuracy later?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> <li>• Can they explain how the water cycle works?</li> <li>• Can they explain why water is such a valuable commodity?</li> </ul>	<ul style="list-style-type: none"> <li>location fits into its wider geographical location; with reference to human and economical features?</li> <li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate many of the world's most famous mountain regions on maps?</li> <li>• Can they locate the USA and Canada on a world map and atlas?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas?</li> </ul>
<b>Challenging</b>			
<ul style="list-style-type: none"> <li>• Can they work out an accurate itinerary detailing a journey to another part of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they report on ways in which humans have both improved and damaged the environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to recognise the climate of a given country according</li> <li>• to its location on the map?</li> </ul>

## Year 6

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> <li>• Can they confidently explain scale and use maps with a range of scales?</li> <li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>• Can they make careful measurements and use the data?</li> <li>• Can they use OS maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give extended descriptions of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features?</li> <li>• Can they accurately use a 4 figure grid reference?</li> <li>• Can they create sketch maps when carrying out a field study?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give an extended description of the human features of different places around the world?</li> <li>• Can they map land use with their own criteria?</li> <li>• Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise key symbols used on ordnance survey maps?</li> <li>• Can they name the largest desert in the world?</li> <li>• Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</li> <li>• Can they explain how the time zones work?</li> </ul>
describe what a locality might be like?			
<b>Challenging</b>			
<ul style="list-style-type: none"> <li>• Can they define geographical questions to guide their research?</li> <li>• Can they use a range of self selected resources to answer questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they plan a journey to another part of the world which takes account of time zones?</li> <li>• Do they understand the term sustainable development? Can they use it in different contexts?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how human activity has caused an environment to change?</li> <li>• Can they analyse population data on two settlements and report on findings and questions raised?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate the main canals that link different continents?</li> <li>• Can they name the main lines of latitude and meridian of longitude?</li> </ul>