



### Intent

We offer a structure and sequence of lessons to help teachers ensure they have covered the skills required to meet the aims of the national curriculum. The content allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will remain with them for the rest of their lives. Through our teaching of geography we intend to children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety to ensure interest and progress in the subject.

### Implementation

In KS1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world. Children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. In KS2, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, children build on prior knowledge alongside introducing new skills and challenge. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Across both key stages, children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.

### Impact

The impact of our geography curriculum is that geography learning is loved by teachers and pupils across school, teachers have higher expectations and children enjoy their learning. All children will use geographical vocabulary accurately and understand the different strands of geography, with a deep understanding of the Earth's key physical and human processes. Children will begin to make relevant links from geography to other curriculum subjects, such as history and science. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet. Children will become competent in collecting, analysing and communicating a range of data gathered. They will be able to interpret a range of sources of geographical information and they will communicate geographical information in a variety of ways.

**Years 1/2**

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;
- c 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.

**Years 3,4,5 & 6****KS2 Geography National Curriculum**

Building on KS1 knowledge of the UK, children 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.

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 Europe (including the location of Russia) and North and South America, concentrating on environmental regions and key physical and human characteristics and major cities;
- b 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, rivers and seas, and land use patterns and understand how a place has changed over time;
- 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 (including day and night)
- a 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.



### Years 1/2

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;
- c use key vocabulary to demonstrate knowledge and understanding in this strand: London, compare, capital city, country, population, weather, similarities, differences, farming, culture,

### Years 3,4,5 & 6

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 and Eastern Europe
- 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 and Eastern Europe
- e use key vocabulary to demonstrate knowledge and understanding in this strand: physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 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.



**Y1/2**

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.

**Y3,4 ,5, & 6**

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; 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: 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, 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.



**Y1/2**

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 (North, South, East and West) and locational and directional language (near, far, left and right) to describe the location of features and routes on a map;
- c use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features: 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 their school and its grounds and the surrounding area, including key human and physical features, using a range of methods;
- e 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

**Y3, 4, 5 & 6**

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 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 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.