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| **National Curriculum Objectives – Geography****The national curriculum for Geography aims for KS1 pupils to be taught:** **Locational knowledge:*** Name and locate the world’s seven continents and five oceans
* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place knowledge:*** Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and Physical geography:** * Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
* Use basic geographical vocabulary to refer to:
* **key physical features**, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
* **key human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork:** * Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
* Use simple compass directions (North, South, East and West) and locational and directional language, 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

**The national curriculum for Geography aims for KS2 pupils to be taught:** **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 and physical geography

**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 Geography – key stages 1 and 2 4

**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 bbserve, 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
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| **Class**  | **Early Years:** |
| **Areas of study**  | * Our wonderful world
* Oceans and Sky
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|  | * Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
* Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
* 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
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| **Class** | **Tigers – Year 1** | **Elephants – Year 2**  |
| **Areas of study**  | What’s smashing about Swillington?Where would you prefer to holiday?Could a polar bear survive in the rainforest? |
| **Locational knowledge** | * Name and locate the world’s seven continents and five oceans
* Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom
 | * 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
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| **Place knowledge**  | * Understand and identify examples of human and physical geography
* Identify and compare human and physical geography within contrasting areas; United Kingdom and Kenya
 | * 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 of non-European country
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| **Human and physical geography**  | * Identify daily weather patterns in the United Kingdom
* Identify 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 | * Identify seasonal and daily weather patterns in the United Kingdom
* Identify 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
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| **Geographical skills and fieldwork**  | * Use world maps, atlases and globes to identify the United Kingdom and its countries
* Use world maps, atlases and globes to identify the countries, continents and oceans studied.
* Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.
* Use aerial photographs to recognise landmarks and basic human and physical features and devise a simple map.
* Use simple fieldwork and observational skills to study the geography of their school and its grounds
 | * Use world maps, atlases and globes to identify the United Kingdom and its countries.
* Use world maps, atlases and globes to identify the countries, continents and oceans studied.
* Use simple compass directions (North, South, East and West) and locational and directional language 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.
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| **Class** | **Penguins – Year 3/4** |
| **Areas of study** | Why is England such a cool place to live?Global jetsetters |
| **Locational knowledge** | * Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features and land use patterns; and understand how some of these aspects have changed over time.
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| **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.
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| **Human and Physical geography**  | * Describe and understand key aspects of physical geography, including: vegetation belts, rivers, mountains and the water cycle
* Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity, and the distribution of natural resources including energy, food, minerals and water.
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| **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, four figure grid references, symbols and key to build knowledge of the UK.
* Use fieldwork to observe, measure, record and present the human and physical features in the local area.
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| **Class** | **Lions – Year 4/5** | **Turtles – Year 5/6** |
| **Areas of study**  | How does our food land in Tesco?What makes the Earth angry? |
| **Locational knowledge** | * Locate the world’s countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
* 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
 | * 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
* 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
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| **Place knowledge**  |  |  |
| **Human and Physical geography**  | * Describe and understand key aspects of human and physical geography including vegetation belts, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
* Describe and understand key aspects of physical geography include climate zones, rivers, mountains, volcanoes and earthquakes.
 | * Describe and understand key aspects of human and physical geography including vegetation belts, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
* Describe and understand key aspects of physical geography include climate zones, rivers, mountains, volcanoes and earthquakes.
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| **Geographical skills and fieldwork**  | * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
 | * Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods.
* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
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