

KS1 National Curriculum	KS2 National Curriculum
<p><i>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.</i></p> <p><b>Locational knowledge</b> ✦ 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</p> <p><b>Place knowledge</b> ✦ 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</p> <p><b>Human and physical geography</b> ✦ 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</p> <p><b>Geographical skills and fieldwork</b> ✦ 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.</p>	<p><i>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</i></p> <p><b>Locational knowledge</b> ✦ 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)</p> <p><b>Place knowledge</b> ✦ 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</p> <p><b>Human and physical geography</b> ✦ 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</p> <p><b>Geographical skills and fieldwork</b> ✦ 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.</p>

**Geography Curriculum Statement of Intent:**

We have high ambition to arouse in our children curiosity and fascination about the world and its people which will remain with them for the rest of their lives. Our children are equipped with knowledge about diverse places, people, resources and natural and human environments. As our children progress through the school, their growing knowledge about the world helps them understand their place in the world and how their own actions can impact on the future.

	Locational knowledge	Place Knowledge	Human and Physical Knowledge	Geographical skills and fieldwork
EYFS	Give pupils the opportunity to name and locate our country, our town and our local area	Give pupils the opportunity to understand geographical similarities and differences through studying the <u>human and physical geography</u> of our <b>classroom and its surrounding area</b> (inside and outside)	Give pupils the opportunity to study examples of human and physical geography: churches, police and fire stations, weather, seasons, under the sea and forest habitats.	Give pupils the opportunity to <ul style="list-style-type: none"> <li>use simple observational skills to study the geography of our <b>classroom</b>(bird eye view) and fieldwork to study its surrounding environment(inside and outside- nature walks)</li> <li>use locational and directional language to describe the location and direction: forwards, backwards, under, over, around, next to.</li> </ul>
Year 1	Give pupils the opportunity to name and locate <b>the four countries and capital cities of the United Kingdom and its surrounding seas</b>	Give pupils the opportunity to understand geographical similarities and differences through studying the <u>human and physical geography</u> of our <b>school grounds and its surrounding area</b>	Give pupils the opportunity to identify <b>seasonal and daily weather patterns in the United Kingdom</b>	Give pupils the opportunity to <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify <b>the United Kingdom and its countries</b></li> <li>use simple fieldwork and observational skills to study the geography of <b>the school and its grounds</b> and the key human and physical features of its surrounding environment</li> <li>use locational and directional language to describe the location of features and routes on a map</li> <li>use aerial photographs to recognise basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>
Year 2	Give pupils the opportunity to name and locate <b>the world's seven continents and five oceans</b>	Give pupils the opportunity to understand geographical similarities and differences through studying the <u>human and physical geography</u> of <b>x school in Nepal</b>	Give pupils the opportunity to identify the location of <b>hot and cold areas of the world in relation to the Equator and the North and South Poles</b>	Give pupils the opportunity to <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the <b>countries, continents and oceans studied at this key stage</b></li> <li>Use simple compass directions to describe the location of features and routes on a map</li> <li>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</li> </ul>

<p><b>Year 3</b></p>	<p>Give pupils the opportunity to</p> <p>1.name and locate <b>counties</b> and <b>cities</b> of</p> <p><b>-East of England region (including Stevenage and Saint Albans)</b></p> <p><b>-Wales</b></p> <p>and their identifying human and physical characteristics, key topographical features( including hills, mountains, coasts and rivers) and land use patterns</p> <p>2.locate</p> <ul style="list-style-type: none"> <li>▪ <b>Italy</b></li> <li>▪ <b>Mexico</b></li> </ul> <p>on a world's map, concentrating on its environmental regions, key physical and human characteristics and major cities</p> <p>3.identify the position and significance of <b>Equator, Northern and Southern Hemisphere, Arctic and Antarctic Circle</b></p>	<p>Give pupils the opportunity to understand geographical similarities and differences through studying the <b>human and physical geography</b> of</p> <p><b>-East of England region</b></p> <p><b>-Lazio region(including Rome) in Italy</b></p> <p><b>- Central Mexico Region( including Mexico City)</b></p>	<p>Give pupils the opportunity to describe and understand key aspects of</p> <p><b>-types of settlements and land use</b></p> <p><b>-revise key physical features studied in KS1 including key vocabulary beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</b></p>	<p>Give pupils the opportunity to</p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate regions and countries studied and describe features</li> <li>▪ use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the regions and countries studied</li> <li>▪ 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.</li> </ul>
<p><b>Year 4</b></p>	<p>Give pupils the opportunity to</p> <p>1.name and locate <b>counties</b> and <b>cities</b> of</p> <p><b>-West Midlands region including Derbyshire</b></p> <p><b>-Northern Ireland</b></p> <p>and their identifying human and physical characteristics, key topographical features( including hills, mountains, coasts and rivers) and land use patterns</p> <p>2. locate</p> <ul style="list-style-type: none"> <li>▪ <b>Germany</b></li> <li>▪ <b>Brazil</b></li> </ul> <p>on a world's map, concentrating on its environmental regions, key physical and human characteristics and major cities</p> <p>3.identify the position and significance of <b>latitude, the Tropics of Cancer and Capricorn</b></p>	<p>Give pupils the opportunity to understand geographical similarities and differences through studying the <b>human and physical geography</b> of</p> <p><b>-West Midlands region including Derbyshire</b></p> <p><b>-Danube region(Europe)</b></p> <p><b>-Amazonian region(South America)</b></p>	<p>Give pupils the opportunity to describe and understand key aspects of</p> <p><b>-distribution of natural resources including water</b></p> <p><b>-rivers and water cycle(after States of matter in Science)</b></p> <p><b>-climate zones/biomes (after The living things and their habitats in Science)</b></p>	<p>Give pupils the opportunity to</p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate regions and countries studied and describe features</li> <li>▪ use the eight points of a compass, four-figure grid references, symbols and key to build their knowledge of the regions and countries studied</li> </ul>
<p><b>Year 5</b></p>	<p>Give pupils the opportunity to name and locate <b>counties</b> and <b>cities</b> of</p> <p><b>-North-West England region including Liverpool and Manchester</b></p> <p><b>- Scotland</b></p> <p>and their identifying human and physical characteristics, key topographical features( including hills, mountains, coasts and rivers) and land use patterns</p> <p>2. locate</p> <ul style="list-style-type: none"> <li>▪ <b>Switzerland</b></li> <li>▪ <b>Canada</b></li> </ul> <p>on a world's map, concentrating on its environmental regions, key physical and human characteristics and major cities</p> <p>3.identify the position and significance of <b>longitude, the Prime/Greenwich Meridian and time zones</b> including day and night(after Earth and space unit in Science)</p>	<p>Give pupils the opportunity to understand geographical similarities and differences through studying the <b>human and physical geography</b> of</p> <p><b>- North-West England region</b></p> <p><b>- The alpine region(Europe)</b></p> <p><b>- Rocky Mountains region(western North America)</b></p>	<p>Give pupils the opportunity to describe and understand key aspects of</p> <p><b>-distribution of natural resources(including energy resources; fossil fuels, geothermal, tidal, wind and solar)</b></p> <p><b>-mountains, volcanoes and earthquakes</b></p>	<p>Give pupils the opportunity to</p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate regions and countries studied and describe features</li> <li>▪ 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</li> </ul>

<p><b>Year</b> <b>6</b></p>	<p>Give pupils the opportunity to name and locate <b>counties</b> and <b>cities</b> of</p> <ul style="list-style-type: none"> <li>-South-West England region</li> <li>-South-East England region</li> </ul> <p>and their identifying human and physical characteristics, key topographical features( including hills, mountains, coasts and rivers) and land use patterns</p> <p>2. locate</p> <ul style="list-style-type: none"> <li>- Spain</li> <li>- United States</li> </ul> <p>on a world's map, concentrating on its environmental regions, key physical and human characteristics and major cities</p> <p>3. <u>revise</u> the position and significance of <b>latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones</b> (including day and night) studied in this KS</p>	<p>Give pupils the opportunity to understand geographical similarities and differences through studying the <b>human and physical geography</b> of</p> <ul style="list-style-type: none"> <li>-South-West and South East England regions</li> <li>-the Mediterranean region(Europe)</li> <li>- Atlantic coast of the United States and Caribbean region</li> </ul>	<p>Give pupils the opportunity to describe and understand key aspects of</p> <ul style="list-style-type: none"> <li>-<b>economic activity</b>(including <b>trade links</b>) and <b>tourism</b></li> <li>-<b>biomes and vegetation belts</b></li> </ul>	<p>Give pupils the opportunity to</p> <ul style="list-style-type: none"> <li>▪ use maps, atlases, globes and digital/computer mapping to locate regions and countries studied and describe features</li> <li>▪ use the eight points of a compass, 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</li> </ul>
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Key Skills and Knowledge			
	Beacon 1	Beacon 2	Beacon 3
<p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>Name and locate the four <b>countries</b> and <b>capital cities</b> of the United Kingdom and its surrounding <b>seas</b></li> <li>Name and locate the world's seven <b>continents</b> and five <b>oceans</b></li> <li>identify seasonal and daily weather patterns in the United Kingdom</li> <li>identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>use world maps, atlases and globes</li> <li>use simple fieldwork and observational skills</li> <li>use locational and directional language to describe the location of features and routes on a map</li> <li>use aerial photographs to recognise basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate <b>counties</b> and <b>cities</b> of the United Kingdom on maps, globes and atlases</li> <li>Name and locate <b>regions</b> of England on maps, globes and atlases</li> <li>name and locate <b>counties</b> and <b>cities</b> of the region(s) studied on maps, globes and atlases</li> <li>Name and locate <b>countries</b> and <b>cities</b> of Europe and the world on maps, globes and atlases</li> <li>identify <b>human</b> and <b>physical characteristics, key topographical features</b>( including hills, mountains, coasts and rivers) and land use patterns of the region(s)/country studied</li> <li>Use the eight points of a compass, four figure grid references and identify key symbols from Ordnance Survey Maps to build their knowledge of the United Kingdom and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate <b>countries</b> and <b>cities</b> of the United Kingdom on maps, globes and atlases</li> <li>Name and locate <b>regions</b> of England on maps, globes and atlases</li> <li>name and locate <b>counties</b> and <b>cities</b> of the region(s) studied on maps, globes and atlases</li> <li>Name and locate <b>countries</b> and <b>cities</b> of Europe and the world on maps, globes and atlases</li> <li>identify <b>human</b> and <b>physical characteristics, key topographical features</b>( including hills, mountains, coasts and rivers) and land use patterns of the region(s)/country studied</li> <li>use the eight points of a compass, 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</li> </ul>

	Understand the following key vocabulary:	Understand the following key vocabulary:	Understand the following key vocabulary:
	<ul style="list-style-type: none"> <li>• <b>Physical Features</b> including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• <b>Human Features</b> including city, town, village, factory, farm, house, office, port, harbour and shop</li> <li>• North, South, East and West and locational and directional language</li> <li>• Equator</li> <li>• North Pole</li> <li>• South Pole</li> <li>• Country</li> <li>• Capital</li> <li>• Continent</li> <li>• Ocean</li> </ul>	<ul style="list-style-type: none"> <li>• Physical Features</li> <li>• Human Features</li> <li>• latitude</li> <li>• Equator</li> <li>• Northern Hemisphere</li> <li>• Southern Hemisphere</li> <li>• Tropics of Cancer and Capricorn</li> <li>• Arctic and Antarctic Circle</li> <li>• Topographical features including hills, mountains, coasts and rivers</li> </ul>	<ul style="list-style-type: none"> <li>• the Prime/Greenwich Meridian and time zones (including day and night)</li> <li>• mountains</li> <li>• volcanoes</li> <li>• geothermal energy</li> <li>• earthquakes</li> <li>• economic activity</li> <li>• trade links</li> <li>• tourism</li> <li>• longitude</li> <li>• coastal features: lagoon, stump, stack, cliff, sand dunes, beach, cave, bay, headland, arch, spit</li> <li>• erosion and deposition</li> <li>• scale</li> <li>• natural resources</li> <li>• fossil fuel</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and aerial photographs</li> <li>• Use simple compass directions (NSEW)</li> <li>• Construct simple maps using aerial perspective and simple symbols in a key</li> <li>• Identify key human and physical features of an environment</li> <li>• Use simple fieldwork and observational skills</li> </ul>	<ul style="list-style-type: none"> <li>• Explore a wide range of maps, atlases, globes, aerial photographs and digital/computer mapping</li> <li>• Construct maps using keys that include human and physical features</li> <li>• Describe the human and physical features of environments</li> <li>• Observe, measure, record and present the human and physical features in the local area using sketch maps, plans, graphs and digital technology</li> </ul>	<ul style="list-style-type: none"> <li>• Apply knowledge of grid references, key symbols and compass directions to use maps, atlases, globes, aerial photographs and digital/computer mapping,</li> <li>• Construct maps using keys that include human and physical features and show awareness of scale</li> <li>• Describe similarities and differences of key human and physical features of environments, including changes over time</li> </ul>