

# Geography

## KS1

### KS1

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.

Pupils should be taught to:

## Year 1

<b>Throughout the year</b>	<b>Location Knowledge</b> <ul style="list-style-type: none"><li>Name, locate and identify: four countries and capitals of UK &amp; surrounding seas</li></ul>
	<b>Place Knowledge</b> <ul style="list-style-type: none"><li>understand local and familiar features through studying the human and physical geography of a local area</li></ul>
	<b>Human and Physical Geography</b> <ul style="list-style-type: none"><li>Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li><li>use basic geographical vocabulary to refer to local and familiar features: <b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul>
	<b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"><li>use world maps, atlases and globes to identify the United Kingdom and its countries, continents and oceans studied at this key stage</li><li>use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map</li></ul>

## Year 2

<b>Throughout the year</b>	<b>Location Knowledge</b> <ul style="list-style-type: none"><li>Name and locate: seven continents &amp; five oceans</li></ul>
	<b>Place Knowledge</b> <ul style="list-style-type: none"><li>understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (Wales, Cornwall or Ireland), and of a small area in a contrasting non-European country (Africa or Asia)</li></ul>

### **Human and Physical Geography**

- Identify hot and cold areas of the world in relation to equator and North and South Poles

use basic geographical vocabulary to describe less familiar area referring 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 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

## KS2

<p><b>KS2</b></p> <p>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.</p> <p>Pupils should be taught to:</p>
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## YEAR 3

<b>Throughout the year</b>	<b>Locational Knowledge</b> <ul style="list-style-type: none"><li>Locate world's countries, Europe, (including location of Russia), Americas, concentrating on environmental regions and their key physical and human characteristics, countries, major cities.</li></ul>
	<b>Place Knowledge</b> <ul style="list-style-type: none"><li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (seaside area), Europe (France or Spain), North America (USA or Canada)</li></ul>
	<b>Human and Physical Geography</b> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"><li><b>physical geography</b>, including: climate zones, rivers, mountains, volcanoes and earthquakes, water cycle</li><li><b>human geography</b>, including: types of settlement and land use</li></ul>
	<b>Geographical Skills and Fieldwork</b> <ul style="list-style-type: none"><li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including atlases, globes, sketch maps, plans and graphs, and digital technologies</li></ul>

## YEAR 4

<p><b>KS2</b></p> <p>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.</p> <p>Pupils should be taught to:</p>	
<b>Throughout the year</b>	<b>Locational Knowledge</b> <ul style="list-style-type: none"><li>Locate world's countries, Europe, (including location of Russia), Americas, concentrating on environmental regions and their key physical and human characteristics, countries, major cities.</li></ul>

	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (coast area), Europe (Greece), South America (Brazil or Argentina)</li> </ul>
	<p><b>Human and Physical Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li><b>physical geography</b>, including: climate zones, rivers, mountains, volcanoes and earthquakes, water cycle</li> <li><b>human geography</b>, including: types of settlement and land use</li> </ul>
	<p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the eight points of a compass to build their knowledge of the United Kingdom and the wider world</li> <li>use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including atlases, globes, sketch maps, plans and graphs, and digital technologies</li> </ul>

## YEAR 5

<b>Throughout the year</b>	<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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)</li> </ul>
	<p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Scotland), Europe (Poland), Africa (Uganda)</li> </ul>
	<p><b>Human and Physical Geography</b> describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: biomes and vegetation belts, rivers, mountains</li> <li>human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</li> </ul>

**Geographical Skills and Fieldwork**

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- use 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.

## YEAR 6

**Throughout the year**

**Locational Knowledge**

- 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 (Alfriston), Central America (Mexico or any other country of the area)

**Human and Physical Geography**

describe and understand key aspects of:

- physical geography, including: biomes and vegetation belts, rivers, mountains
- human geography, including: 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 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.