

## Geography

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge provides the tools and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans,
- including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical
- features of the world, how these are interdependent and how they bring about
- spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through
- experiences of fieldwork that deepen their understanding of geographical
- processes
- interpret a range of sources of geographical information, including maps,
- diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through
- maps and writing at length.

Geography skills will be taught as an integrated part of a theme based curriculum, with skills being applied in relation to each class’ current topic.

Place	World	UK	Location	Position	Maps	
	<b>Year 1</b> Name and locate the world's seven continents and five oceans on a world map.	<b>Year 2</b> Name and locate seas surrounding the UK, as well as seas, the five oceans and seven continents around the world on a world map or globe.	<b>Year 3</b> Locate countries and major cities in Europe (including Russia) on a world map.	<b>Year 4</b> Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.	<b>Year 5</b> Name, locate and describe major world cities.	<b>Year 6</b> Explain interconnections between two areas of the world.
	Name and locate the four countries of the UK and their capital cities on a map, atlas or globe.	Identify characteristics of the four countries and major cities of the UK.	Name, locate and describe some major counties and cities in the UK.	Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. Identify the topography of an area of the UK using contour lines on a map.	Describe the relative location of cities, counties or geographical features in the UK in relation to other places or geographical features.	Describe patterns of human population growth and movement, economic activities, space, land use and human settlement patterns of an area of the UK or the wider world.
	Locate hot and cold areas of the world in relation to the equator.	Locate the equator and the North and South Poles on a world map or globe.	Locate significant places using latitude and longitude.	Identify the location of the Tropics of Cancer and Capricorn on a world map.	Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night).	Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).
	Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other.	Use simple compass directions to describe the location of features or a route on a map.	Use the eight points of a compass to locate a geographical feature or place on a map.,	Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map.	Use compass points and grid references to interpret maps, including Ordnance Survey maps, with accuracy.	Use lines of longitude and latitude or grid references to find the position of different geographical areas and features.
	Draw or read a simple picture map.	Draw or read a range of simple maps that use symbols and a key.	Use four-figure grid references to describe the location of objects and places on a simple map.	Use four or six-figure grid references and keys to describe the location of objects and places on a map.	Identify elevated areas, depressions and river basins on a relief map.	Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area.

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<b>Comparison</b>	<b>Compare and contrast</b>	Identify the similarities and differences between two places.	Describe and compare the human and physical similarities and differences between an area of the UK and a contrasting non-European country.	Classify, compare and contrast different types of geographical feature.	Describe and compare aspects of physical features.	Identify and describe the similarities and differences in physical and human geography between continents.	Describe the climatic similarities and differences between two regions.
<b>Processes</b>	<b>Climate and weather</b>	Identify patterns in daily and seasonal weather.	Describe simple weather patterns of hot and cold places.	Explain how the weather affects the use of urban and rural environments. Excessive precipitation includes thunderstorms, downbursts, tornadoes, waterspouts, tropical cyclones, extratropical cyclones, blizzards and ice storms.	Explain climatic variations of a country or continent.	Explain how the climate affects land use.	Evaluate the extent to which climate and extreme weather affect how people live.
	<b>Physical processes</b>	Describe in simple terms how a physical process has affected an area, place or human activity.	Describe, in simple terms, the effects of erosion.	Explain the physical processes that cause earthquakes and volcanic eruptions.	Use specific geographical vocabulary and diagrams to explain the water cycle. Water cannot be made.	Describe how soil fertility, drainage and climate affect agricultural land use.	Describe the physical processes, including weather, that affect two different locations.
<b>Nature</b>	<b>Physical features</b>	Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation.	Describe the parts of a volcano or earthquake. A volcano is an opening in the Earth's surface from which gas, hot magma and ash can escape.	Identify, describe and explain the formation of different mountain types.	Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use.	Compare and describe physical features of polar landscapes.
	<b>Environment</b>	Describe how pollution and litter affect the local environment and school grounds.	Describe ways to improve the local environment.	Identify the five major climate zones on Earth.	Describe altitudinal zonation on mountains.	Name and locate the world's biomes, climate zones and vegetation belts and explain their common characteristics.	Explain how climate change affects climate zones and biomes across the world.
<b>Humankind</b>	<b>Human features and landmarks</b>	Name and describe the purpose of human features and landmarks.	Use geographical vocabulary to describe how and why people use a range of human features.	Describe the type and purpose of different buildings, monuments, services and land, and identify reasons for their location.	Describe a range of human features and their location and explain how they are interconnected.	Describe and explain the location and purpose of transport networks across the UK and other parts of the world.	Explain how humans function in the place they live.
	<b>Settlements and land use</b>	Identify the characteristics of a settlement.	Describe the size, location and function of a local industry.	Describe the type and characteristics of settlement or land use in an area or region.	Explain ways that settlements, land use or water systems are used in different parts of the world.	Describe in detail the different types of agricultural land use in the UK.	Describe the distribution of natural resources in an area or country.
<b>Investigation</b>	<b>Geographical resources</b>	Identify features and landmarks on an aerial photograph or plan perspective.	Study aerial photographs to describe the features and characteristics of an area of land.	Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied.	Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	Analyse and compare a place, or places, using aerial photographs, atlases and maps.	Use satellite imaging and maps of different scales to find out geographical information about a place.
	<b>Data analysis</b>	Collect simple data during fieldwork activities.	Collect and organise simple data in charts and tables from primary sources (fieldwork and observation) and secondary sources (maps and books).	Analyse primary data, identifying any patterns observed.	Collect and analyse primary and secondary data, identifying and analysing patterns and conclusions, suggesting reasons for them.	Summarise geographical data to draw conclusions.	Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary.
	<b>Fieldwork</b>	Carry out fieldwork tasks to identify characteristics of the school grounds or locality. Use basic observational skills	Ask and answer simple geographical questions through observation or simple data collection during fieldwork activities.	Gather evidence to answer a geographical question or enquiry.	Investigate a geographical hypothesis using a range of fieldwork techniques.	Construct or carry out a geographical enquiry by gathering and analysing a range of sources.	Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.
		Gather information: Carry out a small survey of the local area/school. Draw simple features. Ask and respond to basic geographical questions. Ask a familiar person prepared questions. Use a pro-forma to collect data e.g. tally survey	Gather information: Ask geographical questions Use a simple database to present findings from fieldwork Record findings from fieldtrips. Use a database to present findings Use appropriate terminology	Gather information: Select appropriate methods for data collection such as interviews. Use a database to interrogate/amend information collected. Use graphs to display data collected. Evaluate the quality of evidence collected and suggest improvements.	Sketching: Evaluate their sketch against set criteria and improve it. Use sketches as evidence in an investigation. select field sketching from a variety of techniques. Annotate sketches to describe and explain geographical processes and patterns.	Audio/Visual: Make a judgement about the best angle or viewpoint when taking an image or completing a sketch. Use photographic evidence in their investigations. Evaluate the usefulness of the images	
	Sketching: Create plans and raw simple features in their familiar environment. Add labels onto a sketch map, map or photograph of features	Sketching: Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction	Audio/Visual: Select views to photograph. Add titles and labels giving date and location information. Consider how photo's provide useful evidence use a camera independently. Locate position of a photo on a map				
	Audio / visual: Recognise a photo or a video as a record of what has been seen or heard. Use a camera in the field to help to record what is seen.						

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<b>Materials</b>	<b>Natural and man-made materials</b>	Identify natural and man-made materials in the environment.	Describe the properties of natural and man-made materials and where they are found in the environment.	Name and describe the types, appearance and properties of rocks. There are three main types of rock found in the Earth's crust.	Describe and explain the transportation of materials by rivers.  Describe the properties of different types of soil.	Explain how the topography and soil type affect the location of different agricultural regions.	Explain how the presence of ice makes the polar oceans different to other oceans on Earth.
<b>Significance</b>	<b>Significant places</b>	Name important buildings and places and explain their importance.	Name, locate and explain the significance of a place.	Name and locate significant volcanoes and plate boundaries and explain why they are important.	Name, locate and explain the importance of significant mountains or rivers.	Identify some of the problems of farming in a developing country and report on ways in which these can be supported. F	Name, locate and explain the distribution of significant industrial regions around the world.
<b>Change</b>	<b>Geographical change</b>	Describe how a place or geographical feature has changed over time.	Describe how an environment has or might change over time.	Describe how a significant geographical activity has changed a landscape in the short or long term.	Explain how the physical processes of a river, sea or ocean have changed a landscape over time.	Describe how the characteristic of a settlement changes as it gets bigger (settlement hierarchy).	Present a detailed account of how an industry, including tourism, has changed a place or landscape over time.