



Geography Curriculum Document



Intent Statement

At Hartsfield, our Geography curriculum aims to equip children with an appreciation and understanding of their world, as well as their place in it and their responsibilities. Children will become confident geographers with a core knowledge and understanding of people, places, physical and human environments, and the processes that create and affect them.

Our children will be engaged and supported to become inquisitive, resilient, and independent learners. They will be encouraged to be active global citizens who can ‘think like a geographer’ – using what they know from one context in another, thinking about shared human values and considering the influence they could have to create a better, more sustainable world in the future. Our pupils are encouraged to recognise that they have a voice and to use it confidently to debate topics that they feel passionate about. We aim to produce well- rounded individuals by providing our children with opportunities to expand their cultural capital and experiences of the world, both inside and outside of the classroom. They will have a curiosity and fascination about the world and its people which will remain with them for the rest of their lives, equipping them well for secondary education and beyond.

Implementation Statement

At Hartsfield, our curriculum follows the National Curriculum and the 2021 Statutory Framework for EYFS. We use Kapow (a geography scheme for primary schools) to support teachers in the planning and delivery of lessons which challenge, engage and enthuse children about geography. The Kapow scheme has a clear progression of skills and knowledge within the four strands of the curriculum (locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork) across each year group to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely. The Kapow scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography. The two EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Geography in Key stage 1, whilst also working towards the Development matters statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with EYFS class themes or topics. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. These questions are open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. The Kapow units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats. Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a solid foundation when comparing it with other places.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Each lesson provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts and vocabulary.

Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD, to ensure that teachers feel supported to deliver lessons of a high standard that ensure pupil progression.

Whole School-Geography Skills Progression

| Learning Objectives | EYFS | KS1 | LKS2 | UKS2 |
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| <p>Locational knowledge</p> | <p>Identify land and water on a map or globe</p> <p>Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area)</p> | <p>Locate and be able to name the world's seven continents and five oceans on a world map</p> <p>Show on a map the continent they live in and the nearest oceans</p> <p>Locate the four countries of the United Kingdom on a map and the surrounding seas and oceans</p> | <p>Locate some countries in Europe and North and South America using maps</p> <p>Locate some major cities of the countries studied</p> <p>Locate some key physical features in countries studies on a map including significant environmental regions</p> <p>Locate some key human features in countries studied</p> <p>Locate the world's most significant mountain ranges on a world map and identify any patterns</p> <p>Locate where the world's volcanoes are on a map and identify the 'Ring of Fire'</p> <p>Locate some of the world's most significant rivers and identify any patterns</p> <p>To locate some counties and cities in the UK</p> | <p>Locate more countries in Europe and North and South America using maps</p> <p>Locate major cities of the countries studied</p> <p>Locate key physical features in countries studied on a map</p> <p>Locate key human features in countries studied</p> <p>Identify significant environmental regions on a map</p> <p>Use maps to show the distribution of the world's climate zones, biomes and vegetation belts</p> <p>To locate many counties and cities in the UK</p> |

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|  | | <p>Identify characteristics (human and physical) of the four capital cities of the UK</p> | <p>Identify key physical and human characteristics of counties, cities and/or geographical regions in the UK</p> <p>Begin to locate the twelve geographical regions of the UK</p> <p>Identify how topographical features have changed over time using examples</p> <p>Describe how a locality has changed over time, giving examples of both human and physical features</p> <p>Find the position of the Equator and describe how this impacts our environmental regions</p> <p>Find lines of latitude and longitude on a globe and explain why these are important</p> <p>Identify the position of the Tropics of Cancer and</p> | <p>Locate confidently the twelve geographical regions of the UK</p> <p>Identify key physical and human characteristics of the geographical regions of the UK</p> <p>Understand how land use has changed over time, giving examples</p> <p>Explain why a locality has changed over time, giving examples of both physical and human features</p> <p>Identify the location of the Prime/Greenwich Meridian and time zones (including day and night) and explain its significance</p> <p>Use lines of latitude and longitude when referencing location in an atlas or on a globe</p> |
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| | | | <p>Capricorn and their significance</p> <p>Identify the position of the Northern and Southern hemispheres and explain how they shape our seasons</p> <p>Identify the position and significance of both the Arctic and Antarctic Circle.</p> | |
| Place knowledge | Discuss how environments in stories and images are different to the environment they live in | <p>Name, describe and begin to explain key similarities and differences between their local area and a small area of a contrasting non-European country</p> <p>Describe what physical features may occur in a hot place in comparison to a cold place</p> | <p>Describe and begin to explain the similarities and differences between two regions studied</p> <p>Describe how and why humans have responded in different ways to their local environments</p> <p>Discuss how climates have an impact on trade, land use and settlement</p> <p>Explain what measures humans have taken in order to adapt to survive in cold places</p> <p>Describe and explain how people who live in a contrasting physical area may have different lives to people in the UK</p> | <p>Describe and explain the differences and similarities between two environmental regions studied</p> <p>Explain how and why humans have responded in different ways to their local environments in two contrasting regions</p> <p>Understand how climates impact on trade, land use and settlement</p> <p>Explain how humans have used desert environments</p> <p>Use maps to explore wider global trading routes</p> |

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| <p>Human and physical geography</p>  | <p>Observe weather across the seasons</p> <p>Observe and discuss the effect the changing seasons have on the world around them</p> <p>Begin to use the names of the seasons in the correct context</p> <p>Make observations about the features and characterisations of places (in stories, photographs or in the school grounds/local area)</p> | <p>Describe how the weather changes with each season in the UK</p> <p>Describe the daily weather patterns in their locality</p> <p>Confidently use the vocabulary 'season' and 'weather'</p> <p>Locate some hot and cold areas on a world map</p> <p>Locate the Equator and North and South Poles on a world map</p> <p>Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Recognise some physical and human features in their locality</p> <p>Describe the key features of a coast and the key human features of a coastal town using subject specific vocabulary</p> <p>Describe and understand the differences between a city, town and village</p> | <p>Map and label the seven biomes on a world map</p> <p>Understand some of the causes of climate change</p> <p>Describe how physical features such as mountains and rivers are formed, and why volcanoes and earthquakes occur</p> <p>Describe where volcanoes, earthquakes and mountains are located globally</p> <p>Describe and explain how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact on the surrounding landscape and communities</p> <p>Describe how humans use water in a variety of ways</p> <p>Describe and understand types of settlement and land use</p> <p>Explain why a settlement and community has grown in a particular location</p> <p>Explain why different locations have different human features</p> | <p>Describe and understand the key aspects of the six biomes and the six climate zones</p> <p>Understand some of the impacts and causes of climate change</p> <p>Describe and understand the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather</p> <p>Give examples of alternative viewpoints and solutions regarding an environmental issue and explain its links to climate change</p> <p>Describe and understand economic activity including trade links</p> <p>Suggest reasons why the global population has grown significantly over the last 70 years</p> |
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| | | | <p>Explain why people might prefer to live in an urban or rural place</p> <p>Describe how humans can impact the environment both positively and negatively, using examples</p> | <p>Describe the 'push' and 'pull' factors that people may consider when migrating</p> <p>Understand the distribution of natural resources both globally and within a specific region or country studied</p> <p>Recognise geographical issues affecting people in different places and environments</p> <p>Describe and explain how humans can impact the environment both positively and negatively, using examples</p> |
| Geographical skills and fieldwork | <p>Ask and answer questions about the world around them</p> <p>Comment on and draw the features they see in their school and school grounds</p> | <p>Ask and answer questions about the human and physical features of their school, school grounds and the surrounding area</p> <p>Recognise there are different ways to answer a question</p> <p>Discuss and classify the features they see in the area surrounding their school</p> <p>Collect quantitative data through a small survey of the local area/school to answer an enquiry question</p> | <p>Begin to choose the best approach to answer an enquiry question and make a plan to collect data</p> <p>Map land use in a small local area using maps and plans</p> <p>Ask and answer one and two step geographical questions</p> <p>Observe, record and name geographical features in the local environment</p> <p>Use simple sampling techniques</p> | <p>Develop own enquiry questions and choose the best approach to answer it</p> <p>Make sketch maps of areas studied including labels and keys</p> <p>Make an independent or collaborative plan of how they wish to collect data</p> <p>Select appropriate methods for data collection</p> <p>Design interviews and questionnaires to collect qualitative data</p> |

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|  | <p>Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning</p> | <p>Draw some of the features they notice in correct relation to each other on a sketch map</p> <p>Take digital photos of geographical features or make digital audio recordings when interviewing people</p> <p>Use a simple recording technique to express their feelings about a specific place and explain why they like or dislike its features</p> <p>Present data in simple tally charts or pictograms and comment on what the data shows</p> <p>Ask and answer questions about data</p> | <p>Design and use a questionnaire/interviews to collect qualitative data</p> <p>Make digital audio recordings for a specific purpose</p> <p>Take digital photos and label or caption them</p> <p>Make annotated sketches, field drawings and freehand maps</p> <p>Begin to use a simplified Likert scale to record judgements of environmental quality</p> <p>Present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information</p> <p>Suggest different ways that a locality could be changed and improved</p> <p>Find answers to geographical questions through data collection</p> | <p>Begin to use standard field sampling techniques</p> <p>Use GIS (Geographical Information Systems) to plot data sets onto base maps which can then be analysed</p> <p>Use a simplified Likert scale to record judgements of environmental quality</p> <p>Conduct interviews /questionnaires to collect qualitative data</p> <p>Interpret and use real time/live data</p> <p>Identify and mitigate potential risks during fieldwork</p> <p>Decide how to present data using plans , freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information</p> <p>Draw conclusions about an enquiry using findings from fieldwork to support your reasonings</p> |
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|  | <p>Begin to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes</p> <p>Begin to use directional vocabulary when describing features in the surrounding environment</p> <p>Recognise features on maps (real or imaginary)</p> <p>Draw real or imaginary maps</p> | <p>Use an atlas and map to locate the UK, its four countries and capital cities</p> <p>Use a world map, globe and atlas to locate the world's seven continents and five oceans</p> <p>Use directional and locational language and the compass points (N,S,E,W) to describe features or a route on a map</p> <p>Use a map to follow a prepared route</p> <p>Recognise landmarks, human and physical features on an aerial photograph and plan perspectives</p> <p>Draw a map and make a simple key, using symbols to represent human and physical features</p> | <p>Analyse and present quantitative data through charts and graphs</p> <p>Begin to use maps at more than one scale</p> <p>Use atlases, maps, globes, satellite images and digital mapping to locate countries studied and describe physical and human features</p> <p>Use a scale bar on a map to estimate distances</p> <p>Find countries and features in an atlas using contents and index</p> <p>Zoom in and out of a digital map</p> | <p>Evaluate evidence collected and suggest ways to improve it</p> <p>Analyse quantitative data in pie charts, line graphs and graphs with two variables</p> <p>Confidently use and understand maps at more than one scale</p> <p>Use atlases, maps, globes, satellite images and digital mapping to locate countries studied and describe physical and human features</p> <p>Identify, analyse and ask questions about distributions and relationships between features using maps</p> <p>Use the scale bar on a map to calculate distances</p> <p>Recognise an increasing range of OS symbols on maps and locate features using six figure grid references</p> <p>Recognise the difference between OS and other maps and when to use each</p> |
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|  | | <p>Find a given OS symbol on a map</p> <p>Begin to draw objects to scale</p> <p>Use an aerial photograph to draw a simple sketch map</p> | <p>Begin to use the key on an OS map to name and recognise physical and human features in areas studied</p> <p>Accurately use four figure grid references</p> <p>Begin to locate features using the 8 points of a compass</p> <p>Follow a route on a map with some accuracy</p> <p>Say which directions are N,S,E,W on an OS map</p> <p>Make and use a simple route on a map</p> <p>Label some features on an aerial photograph and locate these on an OS map of the same locality and scale</p> | <p>Begin to use thematic maps to recognise and describe physical and human features</p> <p>Use models and maps to talk about contours and slopes</p> <p>Select a map for a specific purpose</p> <p>Use the key on an OS map to name and recognise physical and human features in areas studied</p> <p>Accurately use four and six figure grid references</p> <p>Locate features using the 8 points of a compass</p> <p>Follow a short pre-prepared route on an OS map</p> <p>Identify the 8 compass points on an OS map</p> <p>Plan a journey to another part of the world using six figure grid references and the 8 points of a compass</p> |
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EYFS- Learning Objectives and Knowledge Overview

EYFS uses the activities within the Kapow units 'Exploring Maps' and 'Outdoor Adventures' throughout the year to accompany the activities below and to target the statements within 'Development Matters'. This lays the foundations for pupils' further learning in Geography.

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| Kapow EYFS units (to be used to support topics and learning throughout the year) | Exploring maps | | Outdoor adventures | | | |
| | <ul style="list-style-type: none"> ▪ Pirate map bingo ▪ Our school from above ▪ Let's build a map ▪ Creating journey sticks ▪ Investigating maps | | <ul style="list-style-type: none"> • Nature catchers • Observational painting • Exploring the weather • Senses in nature • Exploring the seasons • Dress the teddy | | | |
| | Autumn term | | Spring term | | Summer term | |
| Main Topic | <ul style="list-style-type: none"> • Do you want to be my friend? • Let's Celebrate! | | <ul style="list-style-type: none"> • Will you read me a story? • Are we there yet? | | <ul style="list-style-type: none"> • All Creatures Great and Small • Transitions | |
| Key Texts | <ul style="list-style-type: none"> • Goldilocks and the Three Bears • The Colour Monster • Ruby's Worry • Owl Babies • Kippers Birthday • Rama and Sita Diwali story • Kippers Birthday • The Nativity Story | | <ul style="list-style-type: none"> • The Gingerbread Man • Cinderella • The Three Little Pigs • The Three Billy Goats Gruff • The Chinese New Year Zodiac Story • Man on the Moon • Supertato • The Gruffalo | | <ul style="list-style-type: none"> • Handa's Surprise • Tinga Tinga Tales • What the Ladybird Heard • Farmer Duck • The Very Hungry Caterpillar • What the Ladybird heard on Holiday • Jack and the Beanstalk | |
| Visits/Walks | <ul style="list-style-type: none"> • Signs of Autumn walk • Visit from fire brigade • Signs of winter Walk | | <ul style="list-style-type: none"> • Library Visit • Signs of Spring walk • Local trip (walking distance) | | <ul style="list-style-type: none"> • Signs of Summer Walk • School Trip | |

Weekly Topics

- Settling in
- Fulltime
- Baseline
- Autumn
- Harvest
- Spooky Things
- Diwali Fireworks
- Potions
- Friends
- Light and Dark
- Christmas
- Panto Week
- Our Performance

- Goldilocks and the Three Bears
- The Three Little Pigs
- The Three Billy Goats Gruff
- Chinese New Year
- The Gingerbread man
- The Gruffalo
- Space
- Supertato
- Superheros
- Easter

- Seasons
- Elmer
- Handa's Surprise
- Going to the Library
- Herrings Green
- The Queen's Jubilee
- Father's Day
- Sport's Week
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| <p style="text-align: center;">UW Understanding the World</p> | <p>Exploring festivals and ways that people celebrate – Diwali, Harvest and Christmas etc</p> <p>Introduce iPads, computers and programmable toys</p> <p>Sharing and exploring children’s experiences and environment</p> <p>Exploring and observing the differences in seasons</p> <ul style="list-style-type: none"> • Talking about members of our immediate family and community. • Exploring different beliefs and find out how they are celebrated by others. • Finding out about seasons of the year with a focus on Autumn and Winter. • Exploring different areas of the school and classroom. | <p>Easter</p> <p>Develop skills of knowledge and understanding – predict, test and discuss</p> <p>Continue to develop technology skills and use of equipment.</p> <p>Explore book settings and relate to the world around us</p> <p>Exploring and observing the differences in seasons</p> <ul style="list-style-type: none"> • Compare and contrast characters from stories including figures from the past. • Draw information from a simple map. • Understand the effect of changing seasons on the natural world around them. • Comment on images of familiar situations in the past. | <p>Continue to develop skills including predicting and testing.</p> <p>Continue to develop technology skills and use of equipment.</p> <p>Continue to explore the world around us and use own experiences.</p> <p>Exploring and observing the differences in seasons</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Describe what they see, hear and feel whilst outside. |
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Year 1 Geography-Learning Objectives and Knowledge Overview

| Year 1 Geography – Learning Objectives | Autumn | Spring | Summer |
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| Locational Knowledge <ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans | | | Introduce |
| <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | | Introduce | |
| Place Knowledge <ul style="list-style-type: none"> 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 | | | Introduce |
| Human & Physical Geography <ul style="list-style-type: none"> 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 | | Introduce | |
| Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | Introduce | | Revisit |
| <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Introduce | | Revisit |
| Geographical Skills & Fieldwork <ul style="list-style-type: none"> use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the | Introduce | Revisit | Revisit |

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| countries, continents and oceans studied at this key stage | | | |
| <ul style="list-style-type: none"> • 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 | Introduce | Revisit | Revisit |
| <ul style="list-style-type: none"> • 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 | Introduce | | Revisit |
| <ul style="list-style-type: none"> • 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. | Introduce | Revisit | Revisit |
| Year 1 Geography - Curriculum | Autumn | Spring | Summer |
| | <p>What is it like here?</p> <ul style="list-style-type: none"> • Where in the world are we? • What can we see in our classroom? • What can we find in our school grounds? • Where are the different places in our school? • How do we feel about our playground? • Can we make our playground even better? | <p>What is the weather like in the UK?</p> <ul style="list-style-type: none"> • Where is the UK? • What are the four seasons? • What are the compass directions? • What is the weather like today? • Is the weather the same everywhere in the UK? • How do people prepare for the weather? | <p>What is it like to live in Shanghai?</p> <ul style="list-style-type: none"> • What can we see in our local area? • Can we map our local area? • Where in the world is China? • What can you see in China? • What is Shanghai like? • How is Shanghai different from our local area? |

Year 1 Geography- Progression and Assessment

| Learning Objective | Key indicators | ARE- | ARE= | ARE+/ARE++ |
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| To investigate places | <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> | | <p>With support, some geographical questions are asked and answered.</p> <p>With guidance, the key features of a location are recognised and described.</p> <p>With support, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world.</p> <p>With support, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described.</p> | <p>Generally, some pertinent geographical questions are asked and answered.</p> <p>There is a general understanding that different features have different characteristic features and that they can help to describe what sort of a place it is.</p> <p>There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world.</p> <p>There is a growing use of simple fieldwork skills and the key human and physical features of the area surrounding the school are described well using some geographical vocabulary.</p> |
| To investigate places | Name, locate and identify characteristics of the four countries and the capital cities of the United Kingdom and its surrounding seas. | | With support, the four countries and capital cities of the United Kingdom are named and some of their characteristics described. | The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences. |

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| | <p>Name and locate the world's continents and oceans.</p> | | <p>With support, the world's continents and oceans are named.</p> | <p>The world's continents and oceans are named accurately and there is some application of this knowledge in describing places.</p> |
| <p>To investigate patterns</p> | <p>Understand geographical similarities differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.</p> <p>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.</p> <p>Identify land use around the school.</p> | | <p>With support, locations are compared and contrasted with the use of some geographical vocabulary.</p> <p>With support, seasonal and daily weather patterns in the United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles.</p> <p>With support, patterns of land use near the school are observed and recorded.</p> | <p>Some good comparisons, using geographical vocabulary, are applied to contrasting localities.</p> <p>Seasonal and daily weather patterns are observed and described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.</p> <p>Patterns of land use are investigated and described using geographical language.</p> |
| <p>To communicate geographically</p> | <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. ▪ Key human features, including: city, town, | | <p>With support, some basic geographical features are identified and used to describe a place.</p> | <p>A growing repertoire of geographical vocabulary is selected to describe places.</p> |

village, factory, farm,
house, office and shop.

Use compass directions (north,
south, east and west) and
locational language (e.g. near and
far) to describe the location of
features and routes on a map.

Devise a simple map; use and
construct basic symbols in a key.
Use simple grid references (A1,
B1).

With support, compass directions
and locational language are used
to describe places.

With support, simple maps, keys
and grid references are used.

Generally, compass directions are
used accurately and locational
language is used appropriately to
describe places.

Simple maps that include keys
and simple grid references are
created in a number of contexts.



Year 2 Design and Technology-Learning Objectives and Knowledge Overview

| Year 2 Geography – Learning Objectives | Autumn | Spring | Summer |
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| Locational Knowledge <ul style="list-style-type: none"> name and locate the world’s seven continents and five oceans | Introduce | Revisit | Revisit |
| <ul style="list-style-type: none"> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas | | Introduce | Revisit |
| Place Knowledge <ul style="list-style-type: none"> 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 | Introduce | | |
| Human & Physical Geography <ul style="list-style-type: none"> 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 | Introduce | | |
| Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather | Introduce | Revisit | Revisit |
| <ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | Introduce | Revisit | Revisit |
| Geographical Skills & Fieldwork <ul style="list-style-type: none"> 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 | Introduce | Revisit | Revisit |

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| <ul style="list-style-type: none"> • 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 | Introduce | Revisit | Revisit |
| <ul style="list-style-type: none"> • 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 | Introduce | Revisit | Revisit |
| <ul style="list-style-type: none"> • 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. | Introduce | Revisit | Revisit |
| Year 2 Geography - Curriculum | Autumn | Spring | Summer |
| | <p>Would you prefer to live in a hot or cold place?</p> <ul style="list-style-type: none"> • Where are the continents? • Where are the coldest places on Earth? • Where is the Equator? • What is life like in a hot place? • Do we live in a hot or cold place? • Would you prefer to live in a hot or a cold place? | <p>Why is our world wonderful?</p> <ul style="list-style-type: none"> • What are some of the UK's amazing features and landmarks? • Where are some of the world's most amazing places? • Where are our oceans? • What is amazing about our local area? • Why are natural habitats special? • How can we look after natural habitats? | <p>What is it like to live by the coast?</p> <ul style="list-style-type: none"> • Where are the seas and oceans surrounding the UK? • What is the coast? • What are the features of the Jurassic Coast? • How do people use Weymouth? • How do people use our local coast? (data collection) • How do people use our local coast? (findings) |

Year 2 Geography- Progression and Assessment

| Learning Objective | Key indicators | ARE- | ARE= | ARE+/ARE++ |
|-----------------------|---|---|--|--|
| To investigate places | <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?)</p> <p>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</p> | <p>With support, some geographical questions are asked and answered.</p> <p>With guidance, the key features of a location are identified and described.</p> <p>With support, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world.</p> | <p>Generally, some pertinent geographical questions are asked and answered.</p> <p>There is a general understanding that different locations have different characteristic features and that they can help to describe what sort of a place it is.</p> <p>There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world.</p> | <p>A good range of pertinent geographical questions are asked and answered.</p> <p>There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is.</p> <p>There is a good knowledge of the countries of the United Kingdom, the world's continents and oceans and a rapidly growing knowledge of other countries around the world.</p> |

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| | Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. | With support, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are recognised. | There is a growing use of simple fieldwork skills and the key human and physical features of the area surrounding the school are described well using some geographical vocabulary. | Simple fieldwork techniques are selected and the key physical and human features of the school are described well using geographical vocabulary. |
| To investigate places | Name, locate and identify characteristics of the four countries and the capital cities of the United Kingdom and its surrounding seas. Name and locate the world's continents and oceans. | With support, the four countries and capital cities of the United Kingdom are named and some of their characteristics described. With support, the world's continents and oceans are named. | The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to make comparisons. The world's continents and oceans are named accurately and there is some application of this knowledge in describing places. | The four countries and capital cities of the United Kingdom are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons. The world's continents and oceans are named accurately and well-reasoned descriptions of places in relation to them are provided. |
| To investigate patterns | Understand geographical similarities differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United | With support, locations are compared and contrasted with the use of some geographical vocabulary. With support, seasonal and daily weather patterns in the | Some good comparisons, using geographical vocabulary, are applied to contrasting localities. Seasonal and daily weather patterns are observed and | Good criteria and geographical vocabulary are used in comparing locations with contrasting characteristic features. Seasonal weather patterns are understood well, and careful |

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| | <p>Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Identify land use around the school.</p> | <p>United Kingdom are observed and recorded. There is an awareness of the Equator, North and South Poles.</p> <p>With support, patterns of land use near the school are investigated.</p> | <p>described with some detail. There is a growing ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.</p> <p>Patterns of land use are investigated and described using geographical language.</p> | <p>observations of daily weather are undertaken. There is a well-developed ability to describe hot and cold areas of the world in relation to the Equator, North and South Poles.</p> <p>Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary.</p> |
| <p>To communicate geographically</p> | <p>Use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> ▪ Key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. ▪ Key human features, including: city, town, village, factory, farm, house, office and shop. <p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the</p> | <p>With support, some basic geographical features are identified and used to describe a place.</p> <p>With support, compass directions and locational language are used.</p> | <p>A growing repertoire of geographical vocabulary is selected to describe places.</p> <p>Generally, compass directions are used accurately and</p> | <p>A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places.</p> <p>Compass directions and locational language are used</p> |

location of features and routes on a map.

Devise a simple map; use and construct basic symbols in a key. Use simple grid references (A1, B1).

With support, simple maps, keys and grid references are used.

locational language is used appropriately.

Simple maps that include keys and simple grid references are created in a number of contexts.

fluently and accurately with judicious detail.

Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes. Choices of symbols for key are well reasoned.



Year 3 Geography- Learning Objectives and Knowledge Overview

| Year 3 Geography – Learning Objectives | Autumn | Spring | Summer |
|--|-----------|-----------|---------|
| Locational Knowledge <ul style="list-style-type: none"> 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 | Introduce | Revisit | Revisit |
| <ul style="list-style-type: none"> 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 | | | |
| <ul style="list-style-type: none"> 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). | | Introduce | |
| Place Knowledge <ul style="list-style-type: none"> 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. | Introduce | | Revisit |
| Human & Physical Geography Describe and understand key aspects of: | Introduce | Revisit | Revisit |

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| <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | | |
| <ul style="list-style-type: none"> 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. | Introduce | Revisit | Revisit |
| Geographical Skills & Fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Introduce | Revisit | Revisit |
| <ul style="list-style-type: none"> 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 | | Introduce | |
| <ul style="list-style-type: none"> 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. | Introduce | Revisit | Revisit |
| Year 3 Geography - Curriculum | Autumn | Spring | Summer |
| | Why do people live near volcanoes? <ul style="list-style-type: none"> How is the Earth constructed? Where are mountains found? Why and where do we get volcanoes? What are the effects of a volcanic eruption? What are earthquakes and where do we get them? | Who lives in Antarctica? <ul style="list-style-type: none"> What is climate? Where is Antarctica? Who lives in Antarctica? Who was Shackleton? Can we plan an expedition around school? How did our expedition go? | Where does our food come from? <ul style="list-style-type: none"> How can our food choices impact the environment? What does it mean to trade responsibly? How do we get our chocolate? Where does our food come from? |

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| | <ul style="list-style-type: none"> • Where have the rocks around school come from? | | <ul style="list-style-type: none"> • Are our school dinners locally sourced? • Is it better to buy local or imported food? |
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Year 3 Geography- Progression and Assessment

| Learning Objective | Key indicators | ARE- | ARE= | ARE+/ARE++ |
|-----------------------|--|---|--|--|
| To investigate places | <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Explain own views about locations, giving reasons.</p> | <p>Generally, some pertinent geographical questions are asked and answered.</p> <p>There is a general understanding that different locations have different characteristic features and that they can help to decide what location it is.</p> | <p>There are some good examples of geographical questions about the characteristics of a location.</p> <p>Views about a location are generated with some use of geographical vocabulary to explain them.</p> | <p>A developing range of geographical questions are asked and answered accurately.</p> <p>Geographical vocabulary is used to explain reasons for likes and dislikes about locations.</p> |

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| | <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> <p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical and human characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</p> | <p>There is a growing use of simple fieldwork skills and the key human and physical features of the local area are generally described well using some geographical vocabulary.</p> <p>There is some awareness of the range of resources that can be used to investigate a place and identify its characteristics.</p> <p>There is a growing knowledge of the countries and cities of the United Kingdom.</p> | <p>Some fieldwork techniques are applied when investigating the local area.</p> <p>There is a developing awareness of the range of resources that can be used to investigate a place and to identify its characteristics.</p> <p>With support, knowledge of the counties and cities of the United Kingdom is revised and some key features of its regions explored.</p> | <p>A growing range of fieldwork techniques are selected and applied when investigating the local area.</p> <p>Resources are chosen in order to investigate and describe the characteristics of places.</p> <p>The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions are described using geographical vocabulary.</p> |
| To investigate places | Name and locate the countries of Europe and identify their | With support, there is an awareness of the countries of Europe. | Some of the names of the countries in Europe and some | A growing number of European countries are known and their characteristic |

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| | main physical and human characteristics. | | of their characteristics are recognised. | features identified using geographical vocabulary. |
| To investigate patterns | <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/time zones. Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p> | <p>With support, there is an awareness of the terms that can be used to describe geographical patterns.</p> <p>With guidance, there is a general awareness of some similarities and differences between countries.</p> <p>Patterns of land use are investigated and described using geographical language.</p> | <p>There is a developing understanding of the terms that can be used to describe geographical patterns.</p> <p>Similarities and differences between countries are identified.</p> <p>With support, some of the changes to the locality of the school over time are identified and described using some geographical language.</p> | <p>There is a good level of application of a growing range of terminology to describe geographical patterns.</p> <p>Criteria are selected from a list to help describe the similarities and differences between countries.</p> <p>Geographical language is selected to describe changes to the locality of the school over time.</p> |
| To communicate geographically | <p>Describe key aspects of:</p> <ul style="list-style-type: none"> physical geography, including rivers, mountains, volcanoes and earthquakes and the water cycle. | <p>With guidance, a growing repertoire of geographical vocabulary is selected to describe places.</p> | <p>Some geographical terminology is used to describe locations geographically.</p> | <p>When reminded of the range of known geographical vocabulary, descriptions include a good level of detail.</p> |

- human geography, including settlements and land use.

Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

Generally, compass directions are used accurately and locational language is used appropriately to describe places.

With guidance, position and direction is described using some detail and reference to the United Kingdom.

When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.



Year 4 Geography-Learning Objectives and Knowledge Overview

| Year 4 Geography – Learning Objectives | Autumn | Spring | Summer |
|--|--------------|-----------|-----------|
| Locational Knowledge <ul style="list-style-type: none"> 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 | Introduce | Revisit | Revisit |
| <ul style="list-style-type: none"> 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 | Introduction | Revisit | |
| <ul style="list-style-type: none"> 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). | | | Introduce |
| Place Knowledge <ul style="list-style-type: none"> 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. | | Introduce | |
| Human & Physical Geography Describe and understand key aspects of: | Introduce | | Revisit |

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| <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | | |
| <ul style="list-style-type: none"> 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. | Introduce | Revisit | Revisit |
| Geographical Skills & Fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | Introduce | Revisit | Revisit |
| <ul style="list-style-type: none"> 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 | Introduce | Revisit | |
| <ul style="list-style-type: none"> 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. | Introduce | Revisit | Revisit |
| Year 4 Geography - Curriculum | Autumn | Spring | Summer |
| | What are rivers and how are they used? <ul style="list-style-type: none"> What is the water cycle? How is a river formed? Where can we find rivers? How are rivers used? What can we find out about our local river? What features does our local river have? | Are all settlements the same? <ul style="list-style-type: none"> What is a settlement? How is land used in my local area? Can I explain the location of features in my local area? How has my local area changed over time? How is land used in New Delhi? | Why are rainforests important to us? <ul style="list-style-type: none"> Where in the world are tropical rainforests? What is the Amazon rainforest like? Who lives in the rainforest? How are rainforests changing? |

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| | | <ul style="list-style-type: none"> • How does land use in New Delhi compare with my local area? | <ul style="list-style-type: none"> • How is our local woodland used? (data collection) • How is our local woodland used? (findings) |
|--|--|--|---|

Year 4 Geography- Progression and Assessment

| Learning Objective | Key indicators | ARE- | ARE= | ARE+/ARE++ |
|-----------------------|---|---|--|--|
| To investigate places | Ask and answer geographical questions about the physical and human characteristics of a location. | There are some good examples of geographical questions about the characteristics of a location. | A developing range of geographical questions are asked and answered accurately. | Some very pertinent geographical questions that uncover the nature of a location are asked and answered. |
| | Explain own views about locations, giving reasons. | When prompted, views about a location are generated with some use of geographical vocabulary to explain them. | Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations. | Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations. |

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| | <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p> | <p>Some fieldwork techniques are applied when investigating the local area.</p> | <p>A growing range of fieldwork techniques are selected and applied when investigating the local area.</p> | <p>Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations.</p> |
| | <p>Use a range of resources to identify the key physical and human features of a location.</p> | <p>There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.</p> | <p>Resources are chosen in order to investigate and describe the characteristics of places.</p> | <p>Well-chosen resources are selected to investigate places and describe in detail their characteristic features.</p> |
| | <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical and human characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</p> | <p>With support, knowledge of the counties and cities of the United Kingdom is revised and some key features of its regions explored.</p> | <p>The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions are described using geographical vocabulary.</p> | <p>Fluent recall of the counties and major cities of the United Kingdom and a growing understanding of the nature of its regions are used to provide clear descriptions that include well-chosen geographical vocabulary.</p> |
| To investigate places | <p>Name and locate the countries of Europe and identify their</p> | <p>With support, some of the names of the countries in</p> | <p>A growing number of European countries are known and their characteristic</p> | <p>A large number of European countries are known and criteria</p> |

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| | main physical and human characteristics. | Europe and some of their characteristics are recognised. | features identified using geographical vocabulary. | are created to compare and contrast their characteristics. |
| To investigate patterns | <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/time zones. Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p> <p>Describe how the locality of the school has changed over time.</p> | <p>There is some awareness of the terms that can be used to describe geographical patterns.</p> <p>With support, similarities and differences between countries are identified.</p> <p>With support, some of the changes to the locality of the school over time are identified and described using some geographical language.</p> | <p>There is a good level of application of a growing range of terminology to describe geographical patterns.</p> <p>Criteria are selected from a list to help describe the similarities and differences between countries.</p> <p>Geographical language is selected to describe changes to the locality of the school over time.</p> | <p>There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns.</p> <p>Well-reasoned criteria are created to compare countries.</p> <p>Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time.</p> |
| To communicate geographically | <p>Describe key aspects of:</p> <ul style="list-style-type: none"> physical geography, including rivers, mountains, volcanoes | <p>With guidance, some terminology is used to describe locations geographically.</p> | <p>When reminded of the range of known geographical vocabulary, descriptions include a good level of detail.</p> | <p>An in-depth understanding of geographical terms is shown by accurate and concise descriptions.</p> |

and earthquakes and the water cycle.

- human geography, including settlements and land use.

Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.

With guidance, position and direction is described using some detail and reference to the United Kingdom.

When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.

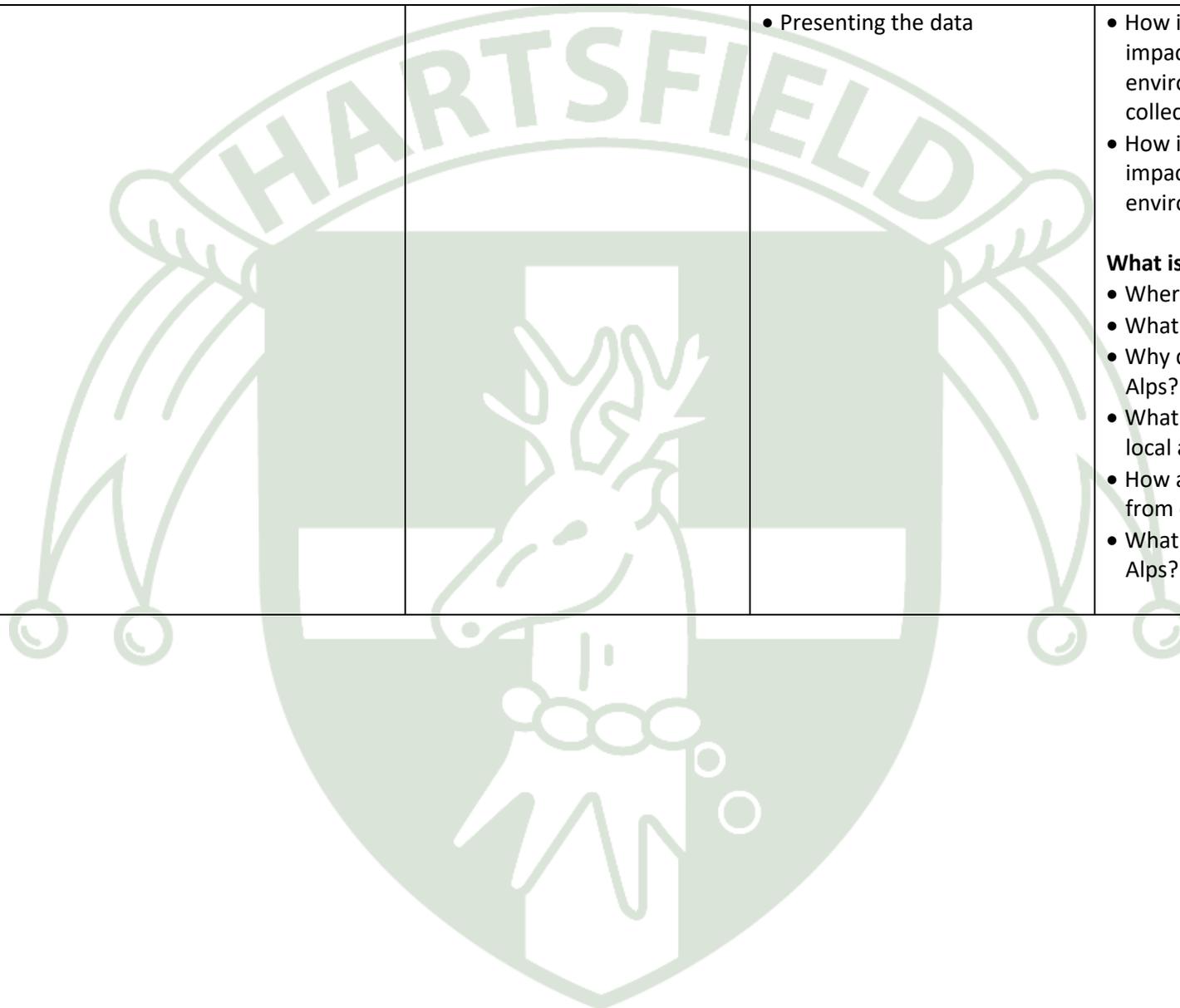
A variety of ways to reference position and direction are carefully selected to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world.



Year 5 Geography- Learning Objectives and Knowledge Overview

| Year 5 Geography – Learning Objectives | Autumn | Spring | Summer |
|--|--------|-----------|------------------|
| Locational Knowledge <ul style="list-style-type: none"> 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 | | | Revisit |
| <ul style="list-style-type: none"> 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 | | Introduce | Revisit |
| <ul style="list-style-type: none"> 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). | | | Revisit (Alps) |
| Place Knowledge <ul style="list-style-type: none"> 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. | | | Revisit |
| Human & Physical Geography Describe and understand key aspects of: | | | Introduce (Alps) |

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| <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | | |
| <ul style="list-style-type: none"> 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. | | Introduce | Revisit |
| Geographical Skills & Fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | Introduce | Revisit |
| <ul style="list-style-type: none"> 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 | | Introduce | Revisit (Alps) |
| <ul style="list-style-type: none"> 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. | | Introduce | Revisit |
| Year 5 Geography - Curriculum | Autumn | Spring | Summer |
| | | Can I carry out an independent fieldwork enquiry? <ul style="list-style-type: none"> Developing an enquiry question Creating data collection methods Mapping a route Collecting the data Analysing the data | Why does population change? <ul style="list-style-type: none"> How is the global population changing? What are birth and death rates? Why do people migrate? How is climate change impacting the population? |



• Presenting the data

- How is population impacting our environment? (data collection)
- How is population impacting our environment? (findings)

What is life like in the Alps?

- Where are the Alps?
- What is it like in the Alps?
- Why do people visit the Alps?
- What is there to do in our local area?
- How are the Alps different from our local area?
- What is life like in the Alps?

Year 5 Geography- Progression and Assessment

| Learning Objective | Key indicators | ARE- | ARE= | ARE+/ARE++ |
|-----------------------|--|---|---|---|
| To investigate places | Collect and analyse statistics and other information in order to draw clear conclusions about locations. | With support, some statistics relating to locations are analysed and used to form conclusions. | A range of statistics is collected and analysed and some conclusions about locations are drawn. | A growing range of statistical and other information is selected and used to draw informed conclusions about locations. |
| | Identify and describe how the physical features affect the human activity within a location. | There is some awareness that physical features of a location affect human activity. | There is a general awareness that physical features of a location affect human activity and some examples are given to demonstrate understanding. | There is a growing awareness that a range of physical features affect human activity and a variety of good examples and explanations are given. |
| | Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. | Resources are chosen in order to investigate and describe the characteristics of places. | With support, a range of geographical resources are used to give some details and opinions of the characteristic features of a location. | Detailed descriptions and opinions of places are justified by using a growing range of geographical resources. |
| | Use different types of fieldwork sampling (random and systematic) to observe, measure and record the | A growing range of fieldwork techniques are chosen and applied when investigating the local area. | With guidance, different types of fieldwork are used to investigate and record details of places. | Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places. |

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| | <p>human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map).</p> | <p>There is a general awareness of the different representations of a location.</p> | <p>There are some good observations and explanations of the different representations of a location.</p> | <p>A number of interesting and pertinent observations about various representations of locations are developed and explored.</p> |
| <p>To investigate places</p> | <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</p> | <p>There is some awareness of places and features of the world and how some aspects have changed over time.</p> | <p>There is a growing knowledge of the world and an understanding of how some aspects have changed over time.</p> | <p>There is a good awareness of a wide variety of places and features of the world and an evaluation of how some features have changed over time.</p> |
| | <p>Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.</p> | <p>There is some awareness of the countries of North and South America.</p> | <p>There is a growing awareness of the countries of North and South America and with support, some key characteristics of particular locations are described.</p> | <p>There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location.</p> |

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| <p>To investigate patterns</p> | <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and time zones (including day and night).</p> <p>Understand some of the reasons for geographical similarities and differences between countries.</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> <p>Describe geographical diversity across the world.</p> | <p>A growing range of geographical terminology is applied to describe geographical patterns.</p> <p>Criteria are selected from a list to help describe the similarities and differences between countries.</p> <p>There is a developing knowledge of how some locations around the world are changing.</p> <p>With guidance, there is a general awareness of geographical diversity.</p> | <p>The geographical significance of some geographical features and zones are described and explained.</p> <p>With support, some reasons for geographical similarities and differences between countries are explored.</p> <p>With support, changes within locations are summarised.</p> <p>There is some awareness of geographical diversity and some good explanations are given.</p> |

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| | <p>Describe how countries and geographical regions are interconnected and interdependent.</p> | <p>With support, there is a developing understanding of how countries and geographical regions are linked.</p> | <p>There is some awareness of how geographical regions are linked and some examples are given.</p> | <p>exist and good examples are given.</p> <p>There is a growing understanding of various links between geographical regions which are explained well.</p> |
| <p>To communicate geographically</p> | <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> ▪ physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. ▪ human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies. | <p>A growing range of terminology is applied to describe geographical patterns.</p> | <p>There is some awareness of the key physical and human geographical zones with some examples given.</p> | <p>There is a growing understanding of some of the key physical and human geographical zones with some good examples given.</p> |

Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the wider world.

Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.

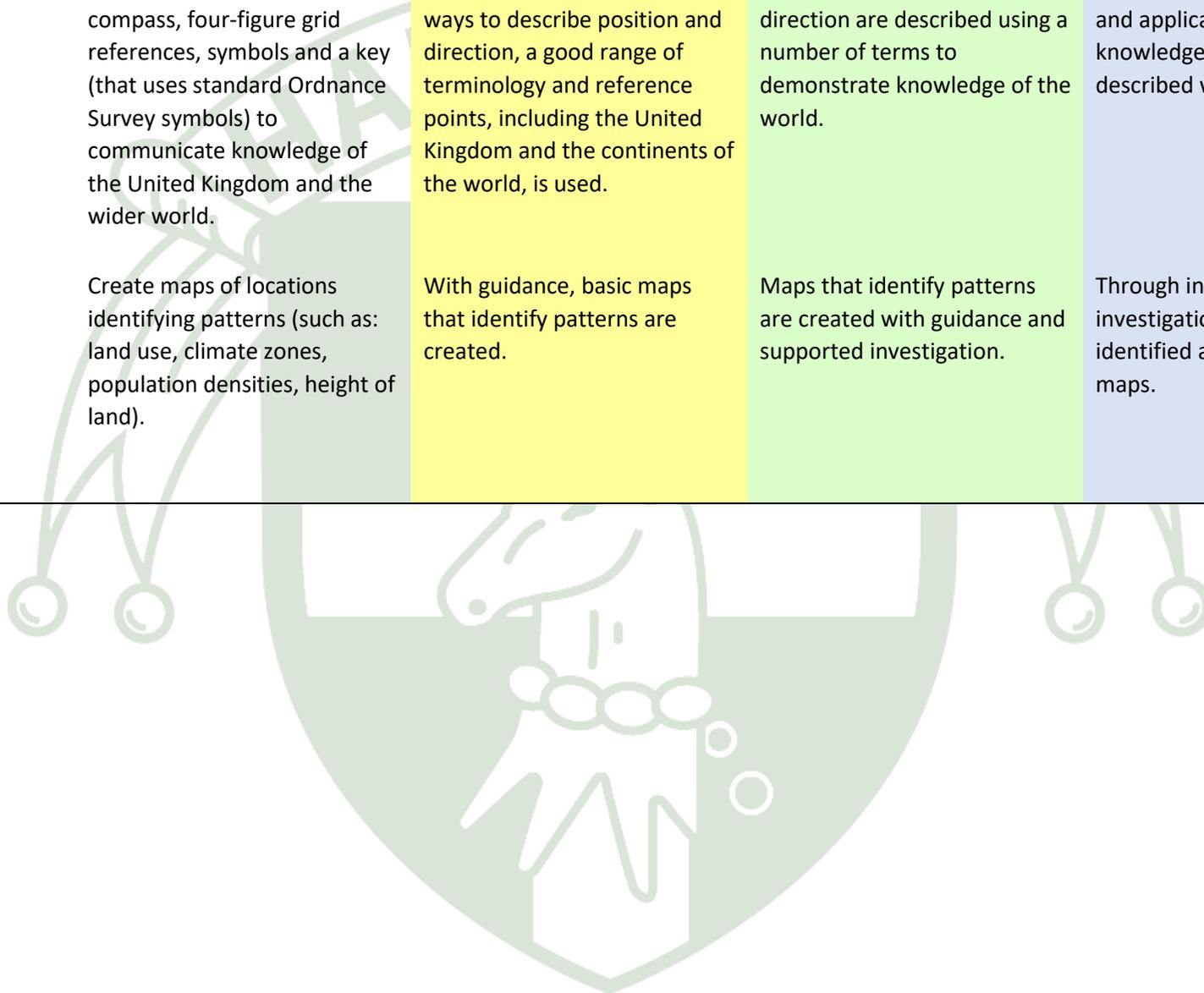
With guidance, basic maps that identify patterns are created.

With support, position and direction are described using a number of terms to demonstrate knowledge of the world.

Maps that identify patterns are created with guidance and supported investigation.

With increasing independence and application of terminology, knowledge of the world is described well.

Through independent investigation, patterns are identified and depicted on maps.



Year 6 Geography- Learning Objectives and Knowledge Overview

| Year 6 Geography – Learning Objectives | Autumn | Spring | Summer |
|--|--------|-----------|---------|
| Locational Knowledge <ul style="list-style-type: none"> 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 | | Revisit | Revisit |
| <ul style="list-style-type: none"> 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 | | Introduce | Revisit |
| <ul style="list-style-type: none"> 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). | | Introduce | Revisit |
| Place Knowledge <ul style="list-style-type: none"> 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. | | Introduce | Revisit |
| Human & Physical Geography Describe and understand key aspects of: | | Introduce | Revisit |

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| <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | | | |
| <ul style="list-style-type: none"> • 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. | | Introduce | Revisit |
| Geographical Skills & Fieldwork <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | | Introduce | Revisit |
| <ul style="list-style-type: none"> • 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 | | Introduce | Revisit |
| <ul style="list-style-type: none"> • 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. | | Introduce | |
| Year 6 Geography - Curriculum | Autumn | Spring | Summer |
| | | Why do oceans matter? <ul style="list-style-type: none"> • How do we use our oceans? • What is the Great Barrier Reef? • Why are our oceans suffering? • What can we do to help our oceans? | Where does our energy come from? <ul style="list-style-type: none"> • Why is energy important? • What is renewable energy? • How does the United States generate energy? • How does the UK generate energy? |



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| | | <ul style="list-style-type: none">• How littered is our marine environment? (data collection)• How littered is our marine environment? (findings) <p>Would you like to live in the desert?</p> <ul style="list-style-type: none">• What is a hot desert biome?• Where are deserts located?• What physical features are found in a desert?• How can people use deserts?• What are the threats to deserts?• Would you like to live in the desert? | <ul style="list-style-type: none">• What is the best way to generate energy?• Where is the best place for a solar panel on the school grounds? |
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Year 6 Geography- Progression and Assessment

| Learning Objective | Key indicators | ARE- | ARE= | ARE+/ARE++ |
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| To investigate places | <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations.</p> <p>Identify and describe how the physical features affect the human activity within a location.</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</p> <p>Use different types of fieldwork sampling (random</p> | <p>With support, a range of statistics is collected and analysed and some conclusions about locations are drawn.</p> <p>There is some awareness that physical features of a location affect human activity and some examples are given to demonstrate understanding.</p> <p>With support, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.</p> <p>With guidance, different types of fieldwork are used to</p> | <p>A growing range of statistical and other information is selected and used to draw some informed conclusions about locations.</p> <p>There is a growing awareness that a range of physical features affect human activity and a variety of good explanations are given.</p> <p>Detailed descriptions and opinions of places are justified by using a growing range of geographical resources.</p> <p>Different types of fieldwork are chosen to investigate and</p> | <p>A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location.</p> <p>A good awareness that many physical features and events influence human activity is used to demonstrate understanding of the possibilities and limitations for human activity.</p> <p>Highly detailed descriptions and well-reasoned opinions and evaluations are developed by using appropriate geographical resources.</p> <p>Different types of fieldwork are suggested and used to find</p> |

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| | <p>and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</p> <p>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map).</p> | <p>investigate and record details of places.</p> <p>There are some good observations and explanations of the different representations of a location.</p> | <p>record, in a number of ways, details of places.</p> <p>A number of interesting and pertinent observations about various representations of locations are developed and explored.</p> | <p>specific details of a range of diverse places and to record and present findings in a variety of ways.</p> <p>Some very insightful and well-thought out opinions of different representations of a place are presented, explored and justified.</p> |
| To investigate places | <p>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</p> | <p>Supported by structured activities, there is a growing knowledge of the world and an understanding of how some aspects have changed over time.</p> | <p>There is a good awareness of a wide variety of places and features of the world and an evaluation of how some features have changed over time.</p> | <p>There is an extensive and well-developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time.</p> |
| | <p>Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.</p> | <p>There is a growing awareness of the countries of North and South America and with support, some key</p> | <p>There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location.</p> | <p>There is a good awareness of the countries of North and South America and a deep understanding of a particular location.</p> |

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| | | characteristics of particular locations are described. | | |
| To investigate patterns | Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and time zones (including day and night). | With support, the geographical significance of some geographical features and zones are described and explained. | There is a growing understanding of, and some good explanations of, the significance of geographical features and zones. | There is an in-depth understanding of, and some excellent explanations of, the significance of geographical features and zones. |
| | Understand some of the reasons for geographical similarities and differences between countries. | Some reasons for geographical similarities and differences between countries are explored. | There is a growing understanding of some of the similarities and differences with some good examples and evaluations provided. | There is a good understanding of a wide range of physical and human geographical similarities between countries which are summarised and evaluated well. |
| | Describe how locations around the world are changing and explain some of the reasons for change. | With support, changes within locations are described. | There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes. | There is a broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained. |

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| | Describe geographical diversity across the world. | There is some awareness of geographical diversity and some good examples are given. | There is a growing understanding of the range of geographical diversities that exist and some good explanations are given. | Many types of diversity are understood and some are explained with a high degree of pertinent geographical description. |
| | Describe how countries and geographical regions are interconnected and interdependent. | There is some awareness of how geographical regions are linked and some examples are given. | There is a growing understanding of various links between geographical regions which are described well. | A wide range of links between geographical regions are understood and explained with a high level of accurate detail. |
| To communicate geographically | Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies. | There is some awareness of the key physical and human geographical zones with some examples given. | There is a growing understanding of some of the key physical and human geographical zones with some good examples given. | There is a broad understanding of the key physical and human geographical zones with an in-depth understanding of some. |

Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the wider world.

Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).

With support, position and direction are described using a number of terms to demonstrate knowledge of the world.

Maps that identify patterns are created with guidance and supported investigations.

With increasing independence and application of terminology, knowledge of the world is described well.

Through independent investigation, patterns are identified and depicted on maps.

Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of locations and patterns.

Through thorough independent investigation, a wide variety of patterns are investigated and depicted on maps.

