

# Gresham Primary School's Geography Curriculum

## Mission Statement

Inspiring children's natural curiosity and fascination about the world, from the highest mountain to the largest ocean.

### Intent

- Pupils prepare for the world in which they live now and into their adult life in a complex and multicultural society.
- Pupils learn to investigate the physical and human aspects of their local and wider environment.
- Pupils learn to undertake fieldwork activities of various kinds and be able to communicate what they have found out.
- Pupils develop the skills to interpret maps, diagrams, globes, and aerial photographs.
- Pupils develop a geographical vocabulary and can communicate geographical information in a variety of ways, including maps and writing.
- Pupils learn to carry out in depth studies of a variety of physical features and localities.
- Pupils develop the enquiry skills needed to use secondary sources, including ICT, to gain a deeper understanding of the world in which they live.
- Pupils gain an understanding of the nature of places: how they may be like other places and may differ also, how physical features and human activities influence them and how they are set in a wider geographical context.
- Pupils learn to formulate geographical questions and to make informed judgments.

### Implementation

- The International Primary Curriculum is used as the foundation for Gresham's geography offer, alongside our own additions and adaptations. This covers and greatly enhances the learning as set out in the National Curriculum.
- The curriculum map ensures teachers know what children have encountered before and can make links to previous learning to support children making connections and building schema.
- Key concepts have been identified and are regularly returned to, gradually developing pupils' understanding of the most important ideas.
- Themed units help children to see how subjects are both independent and interdependent, enabling them to see the big picture of their learning, make connections across different subjects, and talk about a topic from multiple perspectives. Geography is interwoven into different units of work, linking to, and enhancing various subjects.
- Teachers will teach the key areas of Geography: locational knowledge, place knowledge, human and physical geography, geographical skills and field work through the respective units, thus allowing children the opportunity to build incrementally on previously learned knowledge and skills.
- International learning goals are unique to the IPC and help pupils to develop a national, international, and cultural perspective.
- Our Gresham Learning Superheroes are integrated into everyday learning, helping children to become skilled, life-long learners.
- Children's books show cohesion between taught sessions with clear end points reached.
- Key vocabulary is explicitly taught to children as part of quality-first teaching.
- Retrieval opportunities are planned for by teachers, to ensure children have opportunity to secure new knowledge.

### Impact

- Books, pupil voice, display, and collection of work to show the following:
- Pupils' natural curiosity to develop a geographical awareness of their surroundings but also what is in the wider world.
  - Pupils making links between geography and other subjects.
  - Instilling and understanding the values of our society and how we can protect our environment and world for years to come.
  - Pupils will retain knowledge that is pertinent to geography with a real-life context.
  - Most pupils will achieve age related expectations in Geography.
  - Pupils will know more, remember more, and understand more.
  - Pupils with SEND will be fully included and will progress well related to their starting points.
  - Pupils from disadvantaged backgrounds will benefit from the rich diversity that is offered through our geography curriculum.

## The Essential Elements

Children will focus on locational knowledge, place knowledge, human and physical geography, and geographical skills and fieldwork will run throughout these as appropriate. Through our concepts of aspirations, sense of place and sustainability, children will develop an awareness of how people connect to different areas and a sense of collective responsibility for the future of our planet. Their intellectual, spiritual, moral and emotional development will be promoted and will link to other curriculum areas.

Geography is everywhere, in our everyday lives, on our journeys to school, in the places we live. It therefore offers many opportunities for children of all ages to experience learning beyond the classroom. This allows them to enrich their knowledge by, for example, visiting places they may not normally consider, places of geographical interest or conducting geographical surveys within the local area to gain relevant information that will contribute to the learning journey. We can introduce pupils to how and when geographical skills and knowledge is used within the wider world, and the importance of these skills in making decisions for the future of our planet - both on a local and on an international scale.

### Key Concepts Big Ideas Revisited Across Units

CONCEPT	DEFINITION
<b>Space</b>	<p><i>The location of points, features or regions in absolute and /or relative terms and the relationships, flows and patterns that connect and / or define them.</i></p> <p>Where is this place?            Are there any spatial patterns, such as land use, flooding, socio-economic...?            How is the space structured, organised and managed for different purposes?            How does it connect to other places?            How can it be mapped?            What is unique about its location?            How is it perceived?</p>
<b>Place</b>	<p><i>A construct that is defined in terms of what it is like, what happens there and how and why it is changing.</i></p> <p>What is it like there? Describe &amp; explain.            What kind of features does it have?</p> <ul style="list-style-type: none"> <li>• Human i.e., Population, economy, cultures, buildings, recreational...</li> <li>• physical i.e., climate, landforms, soils, vegetation, water...</li> </ul> <p>How and why is it changing?            What do people do here?            How do I feel about it?            How does it compare to other places?</p>

<b>Scale</b>	<p><i>The 'zoom lens' that enables us to view places from global to local levels.</i></p> <p>How does my view of this place change when I zoom in or out? How and why are places connected at different scales?</p> <p>How do local decisions and events have global consequences?</p>
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### EYFS & KEY STAGE 1

#### EYFS: Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities, and traditions.

#### EYFS: Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

### NC Statutory Programme of Study KS1

#### **Locational Knowledge**

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

#### **Place Knowledge**

Pupils should be taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

#### **Human and Physical Geography**

Pupils should be taught to:

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

#### **Geographical Skills and Fieldwork**

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

	Unit being taught...	Learners will be finding out...	Key Vocabulary...	Knowledge, Skills and Understanding...
<b>EYFS</b>	<b>China</b>	Looking at where China is on a world map.  Comparing China and England	Map, globe, sea, ocean, Great wall, terracotta army	<ul style="list-style-type: none"> <li>• Be able to locate China and England on a world map.</li> <li>• Be able to name some similarities and differences between China and England.</li> <li>• Be able to identify the Chinese flag.</li> </ul>

<b>EYFS</b>	<b>St David, George, Andrew Day</b>	Looking at where each country is on a map of the United Kingdom	Wales, England, Scotland, Northern Ireland	<ul style="list-style-type: none"> <li>Be able to locate and name the countries that make up the UK.</li> <li>Recognise the flags for each country and the flag of the UK</li> </ul>
<b>EYFS</b>	<b>Climate</b>	Hot and cold countries Seasons UK weather	Weather terminology e.g., sunny, snow, rain, clouds etc Desert, ice, Arctic, Antarctic, rainforest Autumn, Winter, Spring, Summer	<ul style="list-style-type: none"> <li>Be able to talk about the different kinds of weather in the UK and how it can affect us e.g., coats when it is cold.</li> <li>Name some countries where you find hot weather or cold weather.</li> <li>Name the four seasons.</li> </ul>
<b>EYFS</b>	<b>Location</b>	Looking at their immediate locality	Directional vocabulary e.g. left, right, straight ahead etc	<ul style="list-style-type: none"> <li>Be able to create a simple map of the school, local area through pictorial representation.</li> </ul>
<b>EYFS</b>	<b>Recycling</b>	Looking at how recycling can help our planet.	Recycling, oceans, environment	<ul style="list-style-type: none"> <li>Be able to talk about how recycling can help the oceans.</li> </ul>
<b>EYFS</b>	<b>Countries around the world</b>	Looking at where the children have been on holiday or countries they have read about.	Aeroplane, beach, sand, abroad, train, boat etc	<ul style="list-style-type: none"> <li>Be able to talk about a country they have visited.</li> <li>Be able to talk about and ask questions about a country they have read about in books/stories.</li> </ul>
<b>Year 1 (MPI)</b>	<b>Treasure Island</b>	The other countries near us Islands around the world Marks and division on a globe and world map Fruits that grow in different places Transport routes Using and creating maps and plans	Name all UK countries, France, Spain, Italy, Germany Atlas, globe, Continent Equator, Capricorn, Cancer Arctic, Antarctica Atlantic/Pacific/ Indian/Arctic oceans	<p>1.01 Be able to create simple maps and plans.</p> <p>1.02 Be able to identify features of familiar places on a map and/or plan, including globes and digital maps.</p> <p>1.03 Be able to use given sources to gather information.</p> <p>1.04 Be able to sort, group and classify data.</p> <p>1.06 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of the people living there.</p> <p>1.07 Understand how where you are on earth influences weather and climatic conditions.</p> <p>1.10 Understand there is a difference between cyclical (predictable) natural changes and those that are unpredictable.</p> <p>1.11 Be able to describe geographical features of the host country.</p> <p>1.12 Know about similarities and differences between localities including places of significance.</p> <p>1.13 Be able to justify views and opinions about the local environment</p>

	The compass rose	Key, scale, near and far; left and right  North, South, East, west	
<b>Green Fingers</b>	Plants that grow in other countries  How climate and weather patterns affect life around the world	Desert, tundra, rainforest, grassland  humidity, temperature,	1.04 Be able to sort, group and classify data 1.06 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of the people living there 1.07 Understand how where you are on earth influences weather and climatic conditions 1.08 Know about the natural geographical processes which impact on the host country/locality
<b>A Day in the Life</b>	The services and buildings in the local area  Creating our own street map  Using a map to find out information	Key, scale, near and far; left and right  city, town, village, factory, farm, house, office, port, harbour, shop etc	1.11 Be able to describe geographical features of the host country 1.12 Know about similarities and differences between localities including places of significance 1.13 Be able to justify views and opinions about the local environment
<b>The Earth: Our Home</b>	How we know places and habitats are changing.  How humans are changing the landscape.	beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, and weather. Erosion	1.02 Be able to identify features of familiar places on a map and/or plan, including globes and digital maps 1.03 Be able to use given sources to gather information 1.06 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of the people living there 1.07 Understand how where you are on earth influences weather and climatic conditions 1.08 Know about the natural geographical processes which impact on the host country/locality 1.10 Understand there is a difference between cyclical (predictable) natural changes and those that are unpredictable 1.11 Be able to describe geographical features of the host country 1.12 Know about similarities and differences between localities including places of significance 1.13 Be able to justify views and opinions about the local environment

<b>Year 2 (MP1)</b>	<b>From A to B</b>	<p>How we travel to school</p> <p>How we can use maps to record our journey</p> <p>Travel to - and around - different countries</p>	<p>Key, scale, near and far; left and right Atlas, globe,</p> <p>Continent, Equator, Capricorn, Cancer Arctic, Antarctica Atlantic/Pacific/ Indian/Arctic oceans</p> <p>City, town, village, factory, farm, house, office, port, harbour, shop etc</p> <p>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>1.01 Be able to create simple maps and plans</p> <p>1.02 Be able to identify features of familiar places on a map and/or plan, including globes and digital maps</p> <p>1.03 Be able to use given sources to gather information</p> <p>1.04 Be able to sort, group and classify data</p> <p>1.05 Be able to reflect on the effectiveness of research tools and instruments</p> <p>1.06 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of the people living there</p> <p>1.07 Understand how where you are on earth influences weather and climatic conditions</p> <p>1.11 Be able to describe geographical features of the host country</p> <p>1.12 Know about similarities and differences between localities including places of significance</p>
	<b>Buildings</b>	<p>Features of different homes around the world</p> <p>What influenced the design of homes around the world?</p> <p>Traditional homes</p>	<p>Igloo, yurt, trulli, dacha, hanok, bungalow, semi-detached etc</p>	<p>1.01 Be able to create simple maps and plans</p> <p>1.03 Be able to use given sources to gather information</p> <p>1.04 Be able to sort, group and classify data</p> <p>1.06 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of the people living there</p> <p>1.12 Know about similarities and differences between localities including places of significance</p> <p>1.13 Be able to justify views and opinions about the local environment</p>

	<b>Live and Let Live</b>	Places where plants and animals live  Different places where we can live	Continent, Equator, Capricorn, Cancer Artic, Antarctica Atlantic/Pacific/ Indian/Artic oceans  Desert, tundra, rainforest, grassland humidity, temperature,	1.02 Be able to identify features of familiar places on a map and/or plan, including globes and digital maps 1.03 Be able to use given sources to gather information 1.07 Understand how where you are on earth influences weather and climatic conditions 1.10 Understand there is a difference between cyclical (predictable) natural changes and those that are unpredictable 1.11 Be able to describe geographical features of the host country 1.12 Know about similarities and differences between localities including places of significance 1.14 Understand that there are different reasons for why people choose to live in places
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### Key Stage 2

#### NC Statutory Programme of Study KS2

##### Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

##### Place Knowledge

Pupils should be taught to:

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

##### Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
  - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
  - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

##### Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.



	<b>Travel and tourism</b>	<p>Places we can travel to from our local airport</p> <p>Connections between countries in the host continent</p> <p>The consequences of over tourism</p> <p>How to be a responsible tourist</p> <p>Environmental issues and flying</p> <p>Man-made and natural attractions in the host continent</p> <p>What attracts tourists to the host continent.</p>	<p>Conservation, carbon footprint, social, environmental.</p>	<p>2.01 Be able to create maps and plans using symbols</p> <p>2.02 Be able to interpret maps of familiar and unfamiliar places, including digital maps</p> <p>2.03 Be able to use a variety of sources to gather geographical information</p> <p>2.04 Be able to identify relevant data to answer questions</p> <p>2.05 Be able to evaluate the effectiveness of research tools and instruments and suggest improvements</p> <p>2.06 Know about the weather and climatic conditions in two contrasting countries and how they affect the environment and the lives of people living there</p> <p>2.11 Be able to describe geographical features of the host continent</p> <p>2.12 Know about similarities and differences between different environments and industries within the host country</p> <p>2.13 Be able to describe human activities that can cause or reduce environmental issues</p> <p>2.14 Understand how people's quality of life is impacted by local geographical features</p>
<b>Year 4 (MP2)</b>	<b>Different Places, Similar Lives</b>	<p>What different countries are like.</p> <p>How the climate affects the way people live</p> <p>Where our food comes from</p> <p>What people grow and eat in different countries</p> <p>What products we make in our host country</p>	<p>Climate zones, biomes and vegetation belts</p> <p>North, south, east, west, north west, south west, north east, south east</p> <p>Key, symbols, grid reference</p>	<p>2.03 Know how the nature of particular localities affect the lives of people</p> <p>2.04 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there</p> <p>2.05 Be able to use geographical terms</p> <p>2.07 Be able to make simple maps and plans of familiar locations</p> <p>2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities</p> <p>2.09 Be able to use secondary sources to obtain geographical information</p> <p>2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>2.12 Understand how places fit into a wider geographical context</p>
	<b>Let's Plant it</b>	<p>Where the plants we eat come from</p>		<p>2.03 Know how the nature of particular localities affect the lives of people</p> <p>2.04 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there</p> <p>2.09 Be able to use secondary sources to obtain geographical information</p> <p>2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p> <p>2.12 Understand how places fit into a wider geographical context</p>

Earth as an Island

About the geographical features of islands

About the growth and development of islands over time, including capital cities

How human geography is impacting island life

How to relocate an island community, taking both human and physical geographical factors into consideration

How to use six-figure grid references

About a case study of an island developing as a trade and transport hub

Climate zones, biomes and vegetation belts

environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, social, environmental.

North, south, east, west, north west, south west, north east, south east  
Key, symbols, grid reference

Maps, globe, atlas

- 3.01 Know that the study of geography is concerned with places and environments in the world around them
- 3.02 Know about the main physical and human features and environmental issues in particular localities
- 3.03 Know about similarities and differences between particular localities
- 3.04 Know how the features of particular localities influence the nature of human activities within them
- 3.05 Know about recent and proposed changes in particular localities
- 3.06 Know about the major geographical features of the host country
- 3.08 Know about the major geographical features of their home country
- 3.11 Know how people affect the environment
- 3.12 Be able to enquire into geographical factors and their effects on people's lives
- 3.13 Be able to use a variety of sources to gather geographical information
- 3.14 Be able to collect and record evidence to answer geographical questions
- 3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them
- 3.16 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings
- 3.17 Be able to use instruments to make measurements
- 3.18 Be able to use appropriate techniques to gather information
- 3.19 Be able to make plans and maps in a variety of scales using symbols and keys
- 3.20 Be able to use and interpret globes and maps in a variety of scales
- 3.21 Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their home country and town, other countries and towns in which they and their peers have lived
- 3.22 Be able to explain how physical and human processes lead to similarities and differences between places
- 3.23 Be able to explain how places are linked through movement of goods and people
- 3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways
- 3.25 Understand how localities are affected by natural features and processes
- 3.26 Understand how and why people seek to manage and sustain their environment

<p><b>WW2</b></p>	<p>Look at a map of Europe in 1939 and compare it to present day.</p> <p>Map Hitler's route through Europe.</p> <p>Looking at the human impact from the first world war</p>		<p>3.01 Know that the study of geography is concerned with places and environments in the world around them</p> <p>3.02 Know about the main physical and human features and environmental issues in particular localities</p> <p>3.03 Know about similarities and differences between particular localities</p> <p>3.04 Know how the features of particular localities influence the nature of human activities within them</p> <p>3.05 Know about recent and proposed changes in particular localities</p> <p>3.13 Be able to use a variety of sources to gather geographical information</p> <p>3.14 Be able to collect and record evidence to answer geographical questions</p> <p>3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them</p> <p>3.16 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings</p> <p>3.17 Be able to use instruments to make measurements</p> <p>3.18 Be able to use appropriate techniques to gather information</p> <p>3.19 Be able to make plans and maps in a variety of scales using symbols and keys</p> <p>3.20 Be able to use and interpret globes and maps in a variety of scales</p> <p>3.21 Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their home country and town, other countries and towns in which they and their peers have lived</p> <p>3.22 Be able to explain how physical and human processes lead to similarities and differences between places</p> <p>3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways</p> <p>3.25 Understand how localities are affected by natural features and processes</p>
<p><b>What a Wonderful World</b></p>	<p>About different regions and environments around the world</p> <p>How to use different types of map to find out information</p> <p>About the forces and processes that shape our planet</p> <p>About extreme weather events and how they affect people and localities</p> <p>About the possible causes of climate change and its effects on our planet</p>	<p>Desert, Tundra, Grassland, rainforest, Savanna, Temperate deciduous forest, taiga</p> <p>Typhoon, tsunami, tornadoes, hurricanes etc</p>	<p>3.01 Know that the study of geography is concerned with places and environments in the world around them</p> <p>3.02 Know about the main physical and human features and environmental issues in particular localities</p> <p>3.03 Know about similarities and differences between particular localities</p> <p>3.04 Know how the features of particular localities influence the nature of human activities within them</p> <p>3.05 Know about recent and proposed changes in particular localities</p> <p>3.06 Know about the major geographical features of the host country</p> <p>3.08 Know about the major geographical features of their home country</p> <p>3.09 Know about the weather and climatic conditions in their home country and how they affect the environment and the lives of people living there</p> <p>3.10 Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there</p> <p>3.11 Know how people affect the environment</p> <p>3.12 Be able to enquire into geographical factors and their effects on people's lives</p>

How man-made changes can alter/change our local environment

- 3.13 Be able to use a variety of sources to gather geographical information
- 3.14 Be able to collect and record evidence to answer geographical questions
- 3.15 Be able to identify geographical patterns and to use their knowledge and understanding to explain them
- 3.16 Be able to use appropriate geographical vocabulary to describe and interpret their surroundings
- 3.18 Be able to use appropriate techniques to gather information
- 3.19 Be able to make plans and maps in a variety of scales using symbols and keys
- 3.20 Be able to use and interpret globes and maps in a variety of scales
- 3.21 Be able to use maps in a variety of scales to locate the position and geographical features of the host country and town, their home country and town, other countries, and towns in which they and their peers have lived
- 3.22 Be able to explain how physical and human processes lead to similarities and differences between places
- 3.24 Be able to communicate their knowledge and understanding of geography in a variety of ways
- 3.25 Understand how localities are affected by natural features and processes
- 3.26 Understand how and why people seek to manage and sustain their environment
- 3.27 Understand how the geographical features of the host country affect the lives of the people who live there

**Curriculum Expectations and Guidance**  
What pupils should know, be able to do and understand

	Years 1 and 2	Years 3 and 4	Years 5 and 6
Locational Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a name and locate the world's seven continents and five oceans;</li> <li>b name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</li> </ul>	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places - both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics;</li> <li>b name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;</li> <li>c 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;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate,</li> </ul>	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places - both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</li> <li>b name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;</li> <li>c identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</li> </ul>

		<p>tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic, and Antarctic Circle.</p>	
	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a compare the UK with a contrasting country in the world;</li> <li>b compare a local city/town in the UK with a contrasting city/town in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</li> </ul>	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country and a region within North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;</li> <li>b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;</li> <li>c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;</li> <li>d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail,</li> </ul>	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li> <li>b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.</li> </ul>

		leisure, housing, business, industrial, agricultural.	
Human and Physical Geography	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a 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;</li> <li>b use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;</li> <li>c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change.</p> <p>Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;</li> <li>b human geography, including: types of settlement and land use;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</li> </ul>	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p><b>describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;</li> <li>b 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;</li> <li>c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism,</li> </ul>

			positive, negative, economic, social, environmental.
Geographical Skills and Fieldwork	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p><b>KS1 Geography National Curriculum</b></p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;</li> <li>b use simple compass directions and locational and directional to describe the location of features and routes on a map;</li> <li>c devise a simple map; and use and construct basic symbols in a key;</li> <li>d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods;</li> <li>e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</li> </ul>	<p>Children begin to develop their map skills. They will be able to identify features on a map using symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children collect, analyse, and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;</li> <li>b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;</li> <li>c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</li> </ul>	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p><b>KS2 Geography National Curriculum</b></p> <p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> <li>a use maps, atlases, globes and digital/computer mapping to locate countries and describe features;</li> <li>b use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world;</li> <li>c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;</li> <li>d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</li> </ul>