



SUBJECT: GEOGRAPHY



Statement of INTENT:

Geography is the study of people and places and the interaction between them. Geography starts with the children’s immediate experiences, and then extends pupils’ interests and knowledge beyond this to enable them to interpret the images and information about people and places in the world. Geography is concerned with the study of place, space and environment. Pupils are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. Geography is, by nature, an enquiry-based subject, which develops and understanding of key concepts, knowledge and skills.

Age related Breadth of Study

	EYFS	KS1	KS2
	<p>Understanding the World Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>	<p><u>National Curriculum statements:</u> Pupils should be taught to: Locational knowledge -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 -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 -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</p>	<p><u>National Curriculum statements:</u> Pupils should be taught to: Locational knowledge -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 -understand geographical similarities and differences through the study of human and physical geography of a</p>

-key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork**

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use 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

region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

- 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

- 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.

Geographical skills and knowledge

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Ask simple geographical questions e.g. What is it like to live in this place?</p> <p>Use simple observational skills to study the geography of the school and its grounds</p> <p>Use simple maps of the local area e.g. large scale, pictorial etc.</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features and routes</p> <p>Make simple maps and plans e.g. pictorial place in a story</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 compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</p> <p>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</p>	<p>Ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?</p> <p>Analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures</p> <p>Communicate findings in appropriate ways</p> <p>Understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle</p> <p>Use basic geographical words such as cliff, ocean, valley, vegetation, soil,</p>	<p>Understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes</p> <p>Draw accurate maps with more complex keys</p>	<p>Understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle</p> <p>Use fieldwork instruments e.g. camera, rain gauge</p> <p>Use four figure grid references</p> <p>Use the 8 points of a compass</p> <p>Make plans and maps using symbols and keys</p> <p>Explore features on OS maps using 6 figure grid references</p> <p>Draw accurate maps with more complex keys</p> <p>Understand and use a widening range of geographical terms such as climate zones, biomes and</p>	<p>Make more detailed fieldwork sketches/diagrams</p> <p>Use fieldwork instruments e.g. camera, rain gauge</p> <p>Explore features on OS maps using 6 figure grid references</p> <p>Understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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 my knowledge of the United Kingdom and the wider world</p> <p>Understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links</p> <p>Use maps, charts etc. to support decision making about the location of places e.g. new bypass</p>

				<p>mountain, port, harbour, factory, office</p> <p>Use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</p> <p>Use and interpret maps, globes, atlases and digital mapping to find countries and key features</p> <p>Use four figure grid references</p> <p>Use the 8 points of a compass</p> <p>Make plans and maps using symbols and keys</p>		<p>vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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 my knowledge of the United Kingdom and the wider world</p> <p>Understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links</p>	
--	--	--	--	--	--	---	--

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>People, Culture and Communities</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Understand how some places are linked to other places e.g. roads, trains</p>	<p>Name and place the world's seven continents and five oceans</p> <p>Name, place and identify characteristics of the four countries and capital cities of the United Kingdom</p> <p>Name, locate and identify characteristics of the seas surrounding the United Kingdom</p>	<p>Point to where counties are within the UK and their key topographical features</p> <p>Name and locate the cities of the UK</p>	<p>Recognise the different shapes of continents</p> <p>Know features nearby and beyond the UK</p> <p>Show where countries are within Europe, including Russia</p> <p>Recognise that people have differing quality of life living in different locations and environments</p> <p>Explain how the locality is set within a wider geographical context</p> <p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Locate the world's countries, using maps to focus on Europe (Finland) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>Describe where a variety of places are in relation to physical and human features</p> <p>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</p>

Human and physical geography

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>	<p>Describe seasonal weather changes</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>Use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>Use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Know the physical and human features of my locality</p> <p>Explain about weather conditions / patterns around the UK and parts of Europe</p>	<p>Describe human features of UK regions, cities and /or counties</p> <p>Understand the effect of landscape features on the development of a locality</p> <p>Describe how people have been affected by changes in the environment</p> <p>Explain about key natural resources e.g. water in the locality</p> <p>Explore weather patterns around parts of the world</p>	<p>Explain about weather conditions / patterns around the UK and parts of Europe</p> <p>Explain how rivers erode, transport and deposit materials</p> <p>Understand how humans affect the environment</p> <p>Explain about changes the to the World environment</p> <p>Understand why people seek to manage and sustain their environment</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place knowledge		<p>Name, describe and compare places</p> <p>Link home with other places in my area</p> <p>Know about changes that are happening in the local environment e.g. at school</p> <p>Suggest ideas for improving the school environment</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>Understand why there are similarities and differences between places</p> <p>Show some sense of how places relate to each other</p>	<p>Know about the wider context of places - region, country</p> <p>Understand why there are similarities and differences between places</p> <p>Compare the physical features of a region of the UK and a region in North America, identifying similarities and differences</p>		<p>Compare the physical features of a region of the UK and a region in South America, identifying similarities and differences</p>