



Geography Curriculum

(Two Year Programme of Study)

Aim	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Location Knowledge</p> <p>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p>	<p><u>YEAR A</u></p> <p>Name and locate the world’s seven continents and five oceans.</p>	<p><u>YEAR A</u></p> <p>Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p><u>YEAR A</u></p> <p>Locate the main countries in Europe and North or South America. Locate and name principal cities.</p> <p>Compare 2 different regions in UK rural/urban.</p> <p>Locate and name the main counties and cities in England.</p> <p>Linking with History, compare land use maps of UK from past with the present, focusing on land use.</p>
	<p><u>YEAR B</u></p> <p>Name and locate local town. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p><u>YEAR B</u></p> <p>Locate the worlds countries, using maps to focus on Europe (inc the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.</p> <p>Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.</p>	<p><u>YEAR B</u></p> <p>Identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking with science, time zones, night and day</p> <p>On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p>Linking with local History, map how land use has changed in local area over time.</p> <p>Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</p>

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<p>Place Knowledge</p> <p>develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes</p>	<p><u>YEAR A</u> Observe and describe the human and physical geography of a small area of the United Kingdom.</p>	<p><u>YEAR A</u> Understand geographical similarities and differences through studying the human and physical geography of a region of the UK.</p>	<p><u>YEAR A</u> Compare a region in UK with a region in N. America with significant differences and similarities.</p>
	<p><u>YEAR B</u> 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 non-European country.</p>	<p><u>YEAR B</u> Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.</p>	<p><u>Year B</u> Compare a region in UK with a region in S. America with significant differences and similarities. Eg. Link to Fairtrade of bananas in St Lucia (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</p>
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<p>Physical and Human Geography</p> <p>Understand the processes that give rise to key <u>physical and human geographical features</u> of the world, how these are interdependent and how they bring about spatial variation and change over time</p>	<p><u>YEAR A</u> Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the equator and the North and South poles. Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country</p>	<p><u>YEAR A</u> Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time.</p>	<p><u>YEAR A</u> Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</p>

	<p><u>YEAR B</u> Use basic Geographical vocabulary to refer to physical features of their school and its grounds and of the surrounding environment.</p> <p>Use basic Geographical vocabulary to refer to key physical features (inc – beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather) and human features (inc city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country</p>	<p><u>YEAR B</u> Describe and understand key aspects of:</p> <p>Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</p> <p>Types of settlements in modern Britain: villages, towns, cities.</p>	<p><u>YEAR B</u> Human geography including trade between UK and Europe and ROW</p> <p>Fair/unfair distribution of resources (Fairtrade).</p> <p>Types of settlements in Viking, Saxon Britain linked to History.</p> <p>Describe and understand key aspects of :</p> <p>Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire.</p> <p>Distribution of natural resources focussing on energy (link with coal mining past History and eco-power in D&T)</p>
Aim	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2
<p>Geographical Skills and Fieldwork collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes; 8 interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety</p>	<p><u>YEAR A</u> Use maps, atlases and globes to identify the continents and oceans studied at this key stage.</p> <p>Use locational and directional language (eg, near and far, left and right), Describe the location of features and routes on maps.</p> <p>Use simple compass directions (North, East, South and West), 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><u>YEAR A</u> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</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 their knowledge of the United Kingdom and the wider world.</p>	<p><u>YEAR A</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</p> <p>Use fieldwork to observe, measure 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>of ways, including through maps, numerical and quantitative skills and writing at length.</p>	<p><u>YEAR B</u></p> <p>Use photographs to recognise landmarks and basic human and physical features; devise simple picture maps.</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its grounds.</p> <p>Use world maps, atlases and globes to identify the United Kingdom and its countries.</p> <p>Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas.</p>	<p><u>YEAR B</u></p> <p>Use fieldwork to observe, measure 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 maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</p> <p>Learn the eight points of a compass, and four-figure grid references.</p> <p>Use fieldwork to observe, measure 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><u>YEAR B</u></p> <p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Extend to 6 figure grid references with teaching of latitude and longitude in depth.</p> <p>Expand map skills to include non-UK countries.</p> <p>Use fieldwork to observe, measure 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>
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