**Be the best that you can be**

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**Geography**

***St Joseph’s Primary School***



Geography at St Joseph’s

**Context**

St. Joseph’s R.C Primary is situated in the top 10% of the most deprived areas in England and the number of children that receive Pupil Premium funding is 10% above the national average. This has been the forefront when designing our curriculum. We aim to inspire our children to achieve to their full potential and to open their eyes to natural curiosity and wonder of the modern world we live in.

**Purpose of Study / Rationale**

**(See page 184 in the National Curriculum)**

At St Josephs, we believe that Geography helps to provoke and provide answers to questions about the physical and human aspects of the world. We believe our high quality Geography will inspire in pupils a curiosity and fascination about the world that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding, of the Earth’s key physical and human processes. As pupil’s knowledge grows, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time. Children are encouraged to develop a firm understanding and knowledge of their local area; as well as where it sits in the wider world. At St Joseph’s, we want our children to develop a love and value for the world we live in!

Beginning in **Early Years**, children discuss their familiar world, such as where they live or the natural world. From **Key Stage 1,** the Geography curriculum at St Joseph’s is designed outwardly, giving children a firm grasp of key geographical features of their local area. Following this, children in **Key Stage 2** will compare their local area to other areas of the United Kingdom, other European countries and finally countries in other continents.

We seek to inspire in children a curiosity and fascination about their local area and the wider world and its people. We endeavour to promote the children’s interest and understanding of a range of people, places, and natural and human environments, together with a deep understanding of the Earth’s key physical processes.

**National Curriculum Aims**

**(Page 184 in the National Curriculum)**

At our school, our curriculum ensures that by the end of Key Stage 2, all pupils:

* develop a contextual knowledge of the location of globally significant places – both terrestrial and marine **(Sydney – Y2, The Lake District – Y2, France – Y5, The Amazon – Y6) –** including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
* understand the processes **(The Four Seasons – Y1, Volcanoes – Y3, Extreme Earth – Y3, The Amazon – Y6)** that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to:

* collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes **(The Four Seasons – Y1, The Lake District – Y2, Manchester Airport – Y3, Llandudno – Y4, France – Y5, Brazil – Y6).**
* interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
* communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

**How is the Subject Content from the National Curriculum Covered?**

**(Page 185-187 in the National Curriculum)**

In Key Stage 1**,** pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**Locational Knowledge**

* name and locate the world’s seven continents and five oceans **(Sydney – Y2)**
* name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **(The Lake District – Y2)**

**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 **(The Lake District – Y2, Sydney – Y2)**

**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 **(The Four Seasons – Y1, Sydney – Y2)**

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 **(All Around Me – Y1, Manchester – Y2, The Lake District – Y2, Sydney – Y2)**
* key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **(All Around Me – Y1, Manchester – Y2, The Lake District – Y2, Sydney – Y2)**

**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 **(The Lake District – Y2)**
* 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 (All Around Me – Y1, The Lake District – Y2)**
* 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 **(All Around Me – Y1, Manchester – Y2, The Lake District – Y2)**
* 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 **(All Around Me – Y1, The Four Seasons – Y1)**
* 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 **(All Around Me – Y1, The Four Seasons – Y1)**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. The four geographical strands – locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork – become more discrete as children develop their ability to think geographically.

Pupils should be taught to:

**Locational Knowledge**

* 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 **(Volcanoes – Y3, Extreme Earth – Y3, North America – Y4 France – Y5, Brazil – Y6)**
* 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 **(Manchester Airport – Y3, Llandudno – Y4, Rivers – Y4)**
* 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 **(Earth in Space – Y5)**

**Place Knowledge**

* 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 **(Manchester Airport – Y3, Llandudno – Y4, France – Y5, Brazil – Y6, The Amazon – Y6)**

**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 **(Volcanoes – Y3, Extreme Earth – Y3, Rivers – Y4, The Amazon – Y6)**
* 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 (Manchester Airport – Y3, Llandudno – Y4, France – Y5, Brazil – Y6)**

**Geographical Skills and Fieldwork**

* Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **(Volcanoes – Y3, Rivers – Y4, North America- Y4, The Amazon – Y6)**
* 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 **(Volcanoes – Y3, The Amazon – Y6)**

Across Key Stage 1 and 2, children interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

Children are taught to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. ‘Memorable experiences’ are built into units of work where possible. Our curriculum aims to provide children with experiences they otherwise might not have.



**Geography programmes of study: key stages 1 and 2**

**National curriculum in England**

# Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

# Aims

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

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

**Published: September 2013**

**Geography – key stages 1 and 2**

# Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

**Schools are not required by law to teach the example content in [square brackets].**

# Subject content

## Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

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
* 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

**2**

**Geography – key stages 1 and 2**

* 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.

## Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

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 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

**3**

**Geography – key stages 1 and 2**

### 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.

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**Earliest Coverage**

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn** | | **Spring** | | **Summer** | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Nursery** |  | **Magical Me**  Children begin thinking about where they live, making houses out of a variety of materials. | **Transport**  Children use books to introduce them to how people travel around town. |  | **How Does Your Garden Grow?**  Its spring time! Children think about how we know it’s spring and the different plants that grow nearby. |  |
| **Reception** | **All About Me**  Children write about what they see as summer turns to autumn and winter. They make houses using 2D and 3D shapes. |  | **People Who Help Us**  Children begin to think about their local area, visiting the local leisure centre and meeting different people who do different jobs. |  | **Let’s Go Outside**  Children investigate the natural environment around school and the local area. |  |
| **Year One** |  | **All Around Me**  Thinking about their immediate surroundings, children draw maps of their classroom and local area. |  | **UK and European Weather**  Children learn about the different countries in the United Kingdom as well as some places in Europe and compare the weather patterns there. | **The Four Seasons**  Spring, Summer, Autumn, Winter. What changes and weather patterns happen during each season? |  |
| **Year Two** | **Manchester – what makes a city?**  Children visit their local city centre. What makes it a city? Compare Manchester to home and notice the similar and different physical and human features of cities and towns. |  |  | **The Lake District**  Take a boat trip across Lake Windermere. How is it different to home? Children develop their understanding of The UK’s physical features. | **Over the sea and far away - Sydney**  Children study a non-European city which contrasts home. They look at landmarks, weather patterns and compare it to home. |  |



**Geography Curriculum EYFS & Key Stage One**

This scheme will be ***fully*** implemented from September 2024. (2023-24 has some differences in order as the scheme was introduced part way through the year).

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn** | | **Spring** | | **Summer** | |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| **Year Three** | **Volcanoes**  What is a volcano? How is it formed and what damage do they do across our Earth? |  | **Extreme Earth**  Where are the most violent areas on Earth? Children study climate zones, tectonic plates and the chaos they cause. |  | **Manchester Airport**  Children study the reasons for Manchester Airport’s location and the things it provides for the local area. |  |
| **Year Four** | **Rivers**  Children learn about the process of the water cycle from cloud, to river, to sea. |  | **North America**  Children study the physical and human geography, looking at similarities and differences to the UK. |  | **Llandudno**  A land-use study looking at the tourism, retail and natural land use in Llandudno. |  |
| **Year Five** | **Earth In Space**  Why do we have day and night? Why do we have time zones? Children study the significance of the lines of latitude and longitude on the Earth. |  | **France**  Children study the features, land use, and the major landmarks. |  | **France**  Children study major landmarks and the imports and exports of France and compare them to home. |  |
| **Year Six** | **Brazil**  Children study the people of Brazil, including urbanisation, poverty, climate effects and imports and exports. |  | **The Amazon**  Children study the Earth’s biomes, The Amazon Rainforest and deforestation. |  |  |  |



**Geography Curriculum Key Stage Two**

This scheme will be ***fully*** implemented from September 2024. (2023-24 has some differences in order as the scheme was introduced part way through the year).



**Geography National Curriculum – Subject Content**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Topic** | **Map Skills** | **Fieldwork** | **Place Knowledge** | **Locational Knowledge** | **Human and Physical Geography** | **Geographical Vocabulary** |
| **Year 1 –**  **All Around Me** | * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map | * Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map * 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. |  |  | * Identify the humans features: town, shop, village, house, soil, vegetation | * town, village, farm, house, shop, soil, vegetation, countryside, road |
| **Year 1 –**  **UK and European Weather** | * use world maps, atlases and globes to identify the United Kingdom and its countries | * 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. | * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom | * Name and locate the four countries and capital cities of The United Kingdom. | * identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world | * North, South, country, warmer, colder, sea, island (Britain is surrounded by sea, over it is a different country), hill, mountain, coast |
| **Year 1-**  **The Four Seasons** |  | * 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. |  |  | * Identify seasonal weather patterns. | * Hot, cold, equator, pole, north, south |
| **Year 2 –**  **Manchester – what makes a city?** | * 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 |  | * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom |  | * Identify the human features: city, town, house, office, shop, road, canal, river | * River, canal, vegetation, city, town, cathedral, office, shop, road, tram, train |
| **Year 2 –**  **The Lake District** | * use simple compass directions (North, South, East and West) to describe the location of features on a map. |  | * understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, |  | * Identify the physical features of: beach, cliff, coast, forest, hill, mountain, sea, valley, lake | * beach, cliff, coast, forest, hill, mountain, sea, valley, lake, North, South, East, West |
| **Year 2 –**  **Over the seas and far away – Sydney (a non-European country study)** | * Use world maps, atlases and globes to identify the United Kingdom as well as the countries, continents and oceans studied at this stage. | * use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features | * Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country. | * name and locate the world’s seven continents and five oceans | * Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | * Country, continent, city, ocean, harbour, port, river, vegetation (lack of), shop |
| **Year 3 –**  **Volcanoes** | * Use maps, atlases, globes and digital mapping to locate countries and describe features studied. * Use the eight points of a compass to build their knowledge of the wider world. |  |  | * Locate the world’s countries, using maps to focus on Europe (including Russia) and North and South America * Identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. | * Describe and understand key aspects of physical geography, including: volcanoes and mountains. | * Volcano, volcanoes, equator, northern hemisphere, Southern Hemisphere, Tropics, Tropic of Cancer, Tropic of Capricorn, tectonic plates. |
| **Year 3 –**  **Extreme Earth** | * Use maps, atlases, globes and digital mapping to locate countries and describe features studied. |  | * identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle | * Describe and understand key aspects of physical geography, including: climate zones and earthquakes. |  | * Earthquake, Tsunami, hurricane, climate, Ocean, tectonic plates, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle |
| **Year 3 –**  **Manchester Airport** |  | * Use fieldwork to observe, measure, record and present the human features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. | * 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. |  |  | * Hill, mountain, coast, river, airport, transport link, motorway, tramline, trainline |
| **Year 4 –**  **Nile and Rivers** | * Use maps, atlases, globes and digital mapping to locate countries and describe features studied. |  |  |  | * Describe and understand key aspects of physical geography including: rivers and the water cycle. * Describe and understand key aspects of human geography, including: types of settlement and land use and the distribution of natural resources including water. | * River, bank, basin, bed, channel, mouth, sediment, source, tributary |
| **Year 4 –**  **Llandudno – a UK land use study** |  | * 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. | * Name and locate counties and cities of the United Kingdom and their identifying human and physical characteristics, key topographical features and land use patterns, and understand how these have changed over time. | * Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom. | * Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity and the distribution of natural resources including energy, food, minerals and water. | * Land use, tourism, mining, copper, minerals, settlement |
| **Year 5 –**  **Earth in space** |  |  | * Identify the position and significance of latitude, longitude, 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) |  |  | * latitude, longitude, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian |
| **Year 5 –**  **France – a European land use study** | * Use maps, atlases and globes and digital mapping to locate countries and describe features studied. * Use four and six-figure grid references, symbols and key (including ordnance survey maps) to build their knowledge of the wider world. |  | * Locate the world’s countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. | * Understand geographical similarities and differences through the study of human and physical geography or a region in a European country. | * Describe and understand key aspects of: * Physical geography including: climate zones, vegetation belts, rivers and mountains. * 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. | * climate zones, vegetation belts, rivers and mountains, energy, food, minerals and water |
| **Year 6 –**  **The Amazon** | * Use four and six-figure grid references, symbols and key (including ordnance survey maps) to build their knowledge of the wider world. |  | * Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. * Identify the position and significance of latitude, longitude, Equator, the Tropics of Cancer and Capricorn. |  | * Describe and understand key aspects of: * Physical geography, including: climate zones, biomes and vegetation belts and rivers. | * Climate zones, biomes and vegetation belts and rivers. * latitude, longitude, Equator, the Tropics of Cancer and Capricorn. |
| **Year 6 –**  **Brazil – A South American Study** | * Use maps, atlases, globes and digital mapping to locate countries and describe features studied. | * (Orienteering) – Use the eight points of a compass, four and six-figure grid references, symbols and keys. | * Locate the world’s countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. | * Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America | * 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. | * energy, food, minerals and water, settlement, land use |



**Geography Skills Progression in EYFS**

|  |  |  |
| --- | --- | --- |
| **Geography Strands** | **EYFS** | **Expectation at end of EYFS** |
| **Locational Knowledge**  706,000+ Globe Stock Illustrations, Royalty-Free Vector ... | * Children comment on their environment, such as the place where they live or the natural world. * Shows an understanding of prepositions such as ‘under’, ‘on top’ and ‘behind’ by carrying out an action or selecting a picture. | * Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events. |
| **Place Knowledge**  Mountain Clip Art Images - Free Download on Freepik | * Confident to talk to other children while playing, and will communicate freely about own home and community. * Shows confidence in asking adults for help. * Shows care and concern for living things and the environment. | * Children are confident to try new activities and environments and say why they like some activities more than others. |
| **Human and Physical Geography**  15,288 World Map Clipart Images, Stock Photos, 3D objects, & Vectors |  Shutterstock | * Shows interest in different occupations and ways of life * Enjoys joining in with family customs and routines. * Looks closely at similarities, differences, patterns and change | * 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 they might vary from one another. |
| **Map Skills and Fieldwork**  Geography, Meon Junior School | * Children comment and asks questions about aspects of their familiar world. * Use positional language * Children describe their relative position such as ‘behind’ or ‘next to’ * Use ICT hardware to interact with age-appropriate computer software. | * Children are confident in speaking in a familiar group, will discuss their ideas and choose appropriate resources. * Children use everyday language to describe position and distance. * Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. |



**Geography Skills Progression in KS1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Geography Strands** | **Year 1** | **Year 2** | **Expectation at end of Key Stage** |
| **Map Skills**  Map Skills | Teaching Resources | * Understand the term ‘aerial’ * Draw an aerial picture of a classroom * Draw an aerial map of a journey to school * Compare own aerial picture to an aerial photograph * Identify the four countries of the United Kingdom on a UK map | * Draw an aerial map of the local area including school, shops, churches, trains and trams * Construct basic symbols in a key for a map * Compare aerial maps of Longsight and Manchester * Use a map of Manchester to identify cathedral, canal, river, town hall * Use simple compass directions (North, South, East and West) to describe the location of capital cities in relation to Manchester * Identify the seven continents and five oceans on a world map | * 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 |
| Geography, Meon Junior School**Fieldwork** | * Use *near, far, left* and *right* to describe features on a journey to school * Use fieldwork to identify: town, shop, village, house, soil, vegetation * Identify and measure daily weather patterns in our local area including temperature, rainfall and wind | * Use fieldwork to identify: city, town hall, cathedral * Use fieldwork to identify lakes, vegetation, hills, forest, valley * Use pictures and maps to recognise landmarks and basic human and physical features of a non-European city (Sydney) | * 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. |
| **Locational Knowledge**  706,000+ Globe Stock Illustrations, Royalty-Free Vector ... | * Name and locate the four countries and capital cities of The United Kingdom. | * Understand the location of coasts, cliffs, hills, mountains, valleys and lakes * Understand the location of the four capital cities of the UK in relation to Manchester (North, South, East or West) * Name and locate the world’s seven continents and five oceans | * 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**  Mountain Clip Art Images - Free Download on Freepik | * Understand some human and physical features in my local area | * Understand geographical similarities and differences between Manchester and Stockport * Understand that a city has to have a cathedral and a town hall * Identify and sort geographical similarities and differences between Manchester and a small area of the UK (The Lake District) * Identify and sort geographical similarities and differences between Manchester and a non-European city (Sydney) * Understand the difference between a city, country and continent | * 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**  15,288 World Map Clipart Images, Stock Photos, 3D objects, & Vectors |  Shutterstock | * Understand the difference between a human feature and a physical feature * Use pictures and aerial maps to identify and sort the human and physical features in our local area: town, shop, village, house, soil, vegetation * Identify daily weather patterns in our local area including temperature, rainfall and wind * Identify daily weather patterns in the 4 capital cities of the UK * Identify warmer and colder areas of the UK * Locate some warmer and colder countries in Europe | * Identify the human and physical features: city, town, house, office, shop, road, canal, river * Identify the physical features of: beach, cliff, coast, forest, hill, mountain, sea, valley, lake * Compare the daily and seasonal weather patterns of Manchester and The Lake District * Identify the human features: Harbour, port and why they are important to a city * Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles | * 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 |



**Geography Skills Progression in KS2**

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| --- | --- | --- | --- | --- | --- |
| **Geography Strands** | **Year 3** | **Year 4** | **Year 5** | **Year 6** | **Expectation at end of Key Stage** |
| Map Skills | Teaching Resources**Map Skills** | * Identify the location of the country and continents of volcanoes on a world map/atlas * Identify different world cities and countries on a map/atlas/globe * Use the eight points of a compass to describe the position of volcanoes in relation to the UK * Use a key to locate farmland, residential areas, Manchester Airport on a map | * Identify famous world rivers on a world map and track their course from source to mouth * Use 4 figure grid references to locate landmarks on a map of Manchester and Llandudno | * Use ordnance survey maps to describe and compare geographical features of France and Manchester (e.g. rivers, mountain regions, size, population) * Use 6 figure grid references to locate major landmarks on a map of the UK and France. | * Show Brazil’s major exports to different countries on a world map | * 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 |
| **Fieldwork**  Geography, Meon Junior School | * Record and present data in a graph of the changing number of visitors to Manchester Airport each year * Fieldwork - observe Manchester Airport and sketch a map of the immediate area. Compare sketched map to real map | * Use fieldwork to measure the human features (tourism shops) in Llandudno * Create a graph to show the human features (tourism shops) in Llandudno |  |  | * 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 |
| **Locational Knowledge**  706,000+ Globe Stock Illustrations, Royalty-Free Vector ... | * Identify the position and significance of the tectonic plates in relation to continental boundaries and volcanic eruptions * Describe and understand key aspects of climate zones and earthquakes. * Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere * Identify how and why Manchester Airport has changed over time | * Name and locate major world rivers and the countries they flow through * Name and locate some major counties and cities of the United Kingdom, including Conwy and Greater Manchester * Use maps and pictures to understand how and why Llandudno has changed over time | * Identify the position of the northern and southern hemispheres and the Tropics of Cancer and Capricorn * Understand why we have day and night * Identify and explain the significance of the Prime/Greenwich Meridian and time zones | * Use research to explain how land use has caused The Amazon Rainforest to change over time * Explain the significance of the tropics of Cancer and Capricorn for The Amazon Rainforest | * 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. |
| **Place Knowledge**  Mountain Clip Art Images - Free Download on Freepik | * Understand the physical characteristics surrounding Manchester Airport and identify the reasons for its location | * Understand similarities and differences in the human geography between Llandudno and Manchester | * Understand geographical similarities and differences between Manchester and an area in France * Locate key physical and human characteristics of an area in France (e.g population, landmarks, rivers, transport links, mountains) * Locate the major manmade features in Paris and relate these to UK landmarks | * Locate key physical and human characteristics of an area in Brazil (e.g population, landmarks, rivers, transport links, mountains) * Understand geographical similarities and differences between Manchester and an area in Brazil | * 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) * 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. * Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. |
| 15,288 World Map Clipart Images, Stock Photos, 3D objects, & Vectors |  Shutterstock**Human and Physical Geography** | * Describe the physical process of a volcanic eruption * Describe the physical process of an earthquake * Describe the physical process of a tropical storm | * Describe and understand key aspects of a river * Describe and understand key aspects of the water cycle * Describe and understand the settlement and land use around rivers * Identify important features of a settlement site, | * Describe the important physical features of France (climate, mountain regions, rivers and neighbouring countries) * Describe aspects of human geography of an area in France, including land use and economic activity * Compare the major exports of France and the UK, including natural resources | * Locate a variety of biomes on a world map, including tropical rainforests, deserts, savannah, tundra and temperate forest * Describe and understand tropical rainforests, deserts, savannah, tundra and temperate forest in relation to lines of latitude * Describe and understand the effects of deforestation in relation to global climate, ocean levels and land use * Research major trade exports in Brazil and compare with the UK, focusing on food and natural resources * Understand the significance of fair trade for coffee farmers in Brazil | * 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. * 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 |