

Geography

Aims The national curriculum for geography aims to ensure that by the end of year 6, 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.

	Nursery	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Locational Knowledge	<p><u>2 year olds:</u> Explore and respond to different natural phenomena in their setting and on trips (i.e. standing in the rain in wellies, splashing in puddles, looking at worms and minibeasts)</p> <p><u>3 & 4 year olds:</u> Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Recognise some environments that are different to the</p>	<p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Name and locate the world's 7 continents and five oceans</p>	<p>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</p> <p>(Trains)</p> <p>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and</p>	<p>Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>(rainforest and history)</p> <p>Identify the position and significance of Equator, Northern</p>	<p>Locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>(Vikings – look at European Countries)</p> <p>Name and locate countries and cities of the United Kingdom, geographical regions and their</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>(World Wars, Ancient Greece)</p>

	Begin to understand the need to respect and care for the natural environment and all living things.	one in which they live. Understand the effect of changing seasons on the natural world around them.			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 (Trains)	Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn (Rain forests)	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 (North America) Identify the position and the significance of The Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (Extreme Earth, space)	
Place Knowledge			Understand geographical human and physical geography of a small area of the United Kingdom, (Canvey Island)	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in Europe	Understand geographical similarities and differences through the study of human and physical geography of a region of the United	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, and a region of North America	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

				area in a contrasting non-European country (Canvey vs Tanzania)	East of England vs France (Trains)	Kingdom, and South America East of England vs Brazil (Rainforests)	East of England vs Nevada (North America)	country, and a region within North or South America East of England vs Galapagos Islands vs Russia Evolution
Human and Physical			<p>Identify seasonal and daily weather patterns in the United Kingdom</p> <p>Key physical features, including: beach, cliff, forest, hill, mountain, sea, river, soil, season and weather</p> <p>Key human features, including: city, town, farm, house, office, and shop</p>	<p>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Key physical features, including: coast, ocean, valley, vegetation</p> <p>Key human features, including: village, factory port and harbour</p>	<p>Describe and understand key aspects of physical geography: Rivers, Water Cycle (Canvey floods)</p> <p>Describe and understand key aspects of human geography: types of settlement (stone age)</p>	<p>Describe and understand key aspects of physical geography: Climate Zones, (Rainforests)</p> <p>Describe and understand key aspects of human geography: types of settlement (Anglo Saxons) Land use (Rainforests) Trade and distribution of natural resources including energy, food, minerals and water (Rainforests)</p>	<p>Describe and understand key aspects of physical geography: Mountains, Volcanoes and Earthquakes</p> <p>(Extreme Earth)</p> <p>Describe and understand key aspects of human geography: types of settlement Land Use (Vikings)</p>	<p>Describe and understand key aspects of physical geography: Biomes and vegetation belts</p> <p>(Evolution)</p> <p>Describe and understand key aspects of human geography: Trade and distribution of natural resources including energy, food, minerals and water</p> <p>(Evolution)</p>

<p>Geographical skills and fieldwork</p>			<p>Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>Locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</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 countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map</p> <p>Devise a simple map; and use and construct basic symbols in a key</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>use simple fieldwork and observational skills to study the geography of their school</p>	<p>Use maps, atlases and globes mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, to build their knowledge of the United Kingdom (Trains)</p> <p>Use fieldwork to observe, and record human and physical features in the local area using a range of methods, including sketch maps, plans and graphs. (Canvey floods)</p>	<p>Use maps, atlases and globes to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the physical features in the local area using graphs. (Rainfall rainforest)</p>	<p>Use digital/computer mapping to locate countries and describe features studied</p> <p>Use four and six-figure grid references, symbols and key to build their knowledge of the wider world (Extreme Earth, North America)</p> <p>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. (North America)</p>	<p>Use 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 (Looking to the future)</p> <p>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. (Looking to the future)</p>
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