



National Curriculum statements

GEOGRAPHY (updated Oct 2020)

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

- 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

KS 1 Statements
KS 2 Statements

Autumn 1
Autumn 2
Spring 1
Spring 2
Summer 1
Summer 2

KS1

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
- 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

KS2

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

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

Early Years- Three- and four-Year Olds

Understanding of the World

- Use all their senses in hands-on exploration of natural materials.
- Begin to understand the need to respect and care for the natural environment and all living things.
- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

Communication and Language

- Use a wider range of vocabulary
- Start a conversation with an adult or a friend and continue it for many turns

Maths

- Understand position through words alone. For example, "The bag is under the table," – with no pointing.
- Describe a familiar route.
- Discuss routes and locations, using words like 'in front of' and 'behind'.

PSED

- Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.
- Develop their sense of responsibility and membership of a community.

Early Years- Reception	<u>Reception- Understanding of the World</u> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Explore the natural world around them. • Recognise some environments that are different to the one in which they live. <u>Communication and Language</u> • Learn new vocabulary. • Use new vocabulary through the day. • Use new vocabulary in different contexts. • Engage in non-fiction books. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <u>PSED</u> • Think about the perspectives of others.		<u>ELG- Understanding of the World</u> <u>People, Cultures and Communities</u> • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • 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. <u>The Natural World</u> • 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. • Understand some important processes and changes in the natural world around them, including the seasons. <u>Communication and Language</u> • Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • Make comments about what they have heard and ask questions to clarify their understanding. • Hold conversation when engaged in back-and-forth exchanges with their teacher and peers. • Speaking • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary <u>PSED</u> • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly				
National Curriculum Skill coverage		Year 1 • Where in the world is the Jolly Postman? • How does your Garden Grow? • How does the weather change? Superhero aerial views Truro/UK geography World geography	Year 2 • What makes our world so wonderful? • How can we find out about our world? • Where in the world would you rather be? Hot/cold countries UK maps and keys	Year 3 • What if my time machine broke down in Ancient Egypt? • Why is Earth like an Onion??? Volcanoes, mountains and earthquakes Comparing regions	Year 4 • Were the dark ages really dark? • What did the Ancient Greeks ever do for us? • Who is going to save our planet? • Why don't we all live in castles? Rainforests	Year 5 • Are Rainforests really the lungs of the world? • Where do rivers come from? Rivers Polar regions	Year 6 UK geography
Locational Knowledge		L.O. TBAT name the worlds 7 continents and 5 oceans	L.O. TBAT Name, locate and identify the characteristics of the 4 countries, capital cities of the UK and surrounding seas.	L.O. TBAT to locate the countries of Europe, including Russia L.O. TBAT understand how aspects of geographical features have changed over time. L.O TBAT Know the position and of the Equator, the Tropic of Cancer and the Tropic of Capricorn.	L.O. TBAT Understand the difference between the Northern and Southern hemisphere L.O. list similarities and differences in human/physical features.	L.O. TBAT locate Antarctica on an atlas and learn its features L.O. TBAT locate time zones across the world including Greenwich Meridian.	L.O. TBAT locate the main counties/ cities of the UK including topography e.g. hills, land use, geographical regions and human/ physical features. L.O. TBAT Understand the significance of Latitude and longitude.
		Learn the continents song. Label the continents and seas on a world map.	Use maps to locate. What places have the class visited? Label UK map	Label countries on map including Russia.	Locate and label different countries/continents in	Shakleton Topic – focus on Antarctica Confidently use maps, globes and Google Earth.	On a world map locate the main countries in the UK. Identify their

			Draw on a key feature of each UK capital city. Sing UK map song	Use maps, atlases, globes and digital/computer mapping (Google Earth) Identify features that have changed over time (Egyptian topic) Find Equator on globe and Compare the tropics	the Northern and Southern hemisphere. Raise questions about the different hemispheres and make predictions on how they think life will be different in the two hemispheres. Identify human and physical characteristics, countries and major cities.	Use atlases/maps to describe and locate places using 4 figure grid references. In Science, when looking at night and day, look at the Prime/Greenwich Meridian and time zones.	main environmental regions, key physical and human characteristics, and major cities. Children to be able to identify main capital cities/oceans etc Use maps to identify longitude and latitude.
Milestones Threshold Concept: To investigate places		Milestone 1 - Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. - Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. - Use aerial images and plan perspectives to recognise landmarks and basic physical features. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world’s continents and oceans.		Milestone 2 - Ask and answer geographical questions about the physical and human characteristics of a location. - Explain own views about locations, giving reasons. - Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. - Use fieldwork to observe 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. - Use a range of resources to identify the key physical and human features of a location. - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate the countries of Europe and identify their main physical and human characteristics.		Milestone 3 - Collect and analyse statistics and other information in order to draw clear conclusions about locations. - Identify and describe how the physical features affect the human activity within a location. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. - Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London’s Tube map). - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate the countries of North and South America and identify their main physical and human characteristics.	
Place Knowledge		L.O. TBAT compare places	L.O. TBAT compare the UK with another country	L.O. TBAT Compare a human and physical of the UK with a volcanic region	L.O. TBAT compare the UK with South America	L.O. TBAT compare Antarctica with the UK	L.O. TBAT compare 2 regions within the UK.
		Choose 2 locations and compare the physical and human geographical features.	Study pictures/videos of two differing localities, one in the UK and one in a contrasting non European country, and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the	Look at maps, pictures and other sources to identify similarities and differences between a UK region and Sicily. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading.	Focus on the rainforest and South America and compare to Cornwall. – identify the climate, the habitats, the plant and animal types and how people live in the rainforest. Study life in the Amazon rainforest through primary sources – recounts/photographs,	Shakleton topic. Ask questions e.g. what is this landscape like? What is life like there? Study photos/pictures/maps to make comparisons between locations. Identify and explain different views of people including themselves.	Ask questions and make predictions about the 2 areas. Study maps, drawing, pictures, photos to make comparisons. Locate the key physical and human characteristics. Relate these features to the locality

			weather different? How are lifestyles different?		and ask questions, make comparisons to life in the UK and consider how life in the UK may be similar.		
Milestones To investigate patterns		Milestone 1 - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. - 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. - Identify land use around the school.		Milestone 2 - Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date time zones. - Describe some of the characteristics of these geographical areas. - Describe geographical similarities and differences between countries. - Describe how the locality of the school has changed over time.		Milestone 3 - Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night). - Understand some of the reasons for geographical similarities and differences between countries. - Describe how locations around the world are changing and explain some of the reasons for change. - Describe geographical diversity across the world. - Describe how countries and geographical regions are interconnected and interdependent.	
Human and Physical		L.O. TBAT identify weather in the UK L.O TBAT use geographical vocabulary	L.O. TBAT locate hot and cold areas in the world L.O. TBAT Identify the human and physical features of the two locations	L.O. TBAT Study mountains, volcanoes and earthquakes L.O. TBAT Study how human Geography has changed over time	L.O. TBAT study settlements from the Roman era L.O. To understand economic links to trade , distribution of natural resources e.g. food, energy, water L.O. To study biomes and vegetation belts.	L.O. TBAT label the features of a river and water cycle L.O. To understand economic links to trade , distribution of natural resources e.g. food, energy, water L.O. To study key aspects of climate zones.	
		Keep a daily weather diary. Create cloud pictures using cotton wool. Learn about the different seasons.	Learn about the equator and North and South poles using maps and globes. Learn basic geographical vocabulary. E.g. river, soil, valley, vegetation, town, city, farm	Volcanoes topic. Draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption. Egyptian topic comparing the geography of Egypt – how has it changed over time?	Link to history topic on the Romans. Look at pictures and maps and produce their own. . Ask and answer questions: What resources were used? Why were they used? Why were their settlements so different? Know that the rainforest biome is home to a variety of tropical plants and animals and found in regions that are warm all year round.	Rivers topic – rivers trip Learn and draw the features of a river. Understand rivers place in trade distribution including natural resources. Learn the water cycle. Draw/label. Climate zones	
Milestones Threshold Concept: To communicate geographically		Milestone 1 - Use basic geographical vocabulary to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - key human features, including: city, town, village, factory, farm, house, office and shop. - Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.		Milestone 2 - Describe key aspects of: - physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. - human geography, including: settlements and land use. - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.		Milestone 3 - 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	

		Devise a simple map, and use and construct basic symbols in a key. Use simple grid references (A1, B1).				- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. - Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
Geographical skills and fieldwork		L.O. TBAT study the geography of the school L.O. TBAT Use simple compass directions L.O. To use locational language and aerial photos.	L.O. TBAT study maps and atlases LO. TBAT draw maps with keys LO TBAT make sketches of the local area and routes within it.	L.O. TBAT Understand the 8 compass points. L.O. To use maps, globes etc to locate Egypt.	L.O. TBAT learn and use UK and global map symbols and keys	L.O. TBAT study a local river. L.O. TBAT use 4 figure grid references	L.O. TBAT use 6 figure grid references. LO TBAT complete a fieldwork study
		Create birds eye view map of the school Place directions around the class. Use PE games. Beebots. Simple fieldwork and observational study of school and grounds. Human/physical features of surrounding environment.	Use atlases, maps and Globe. Identify the United Kingdom and surrounding countries. Study map of Truro. Trip into Truro. Draw maps of Truro.	Use locational language to describe the location of points on a map. Describe features studied	Children begin to experiment with and understand 4 figure grid references on maps. They learn map symbols and map skills and create field drawings.	Rivers topic - Look for evidence of past river use by visiting the location. Make field notes/observational notes about land features. Visit a river, locate and explain the features Use 6 figure grid references to identify rivers in the UK	Use 6 figure grid references to identify countries and cities in the UK, the main mountain ranges and the longest rivers. Chn 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
Milestones		Milestone 1 - Use basic geographical vocabulary to refer to: - key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. - key human features, including: city, town, village, factory, farm, house, office and shop. - Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. - Devise a simple map, and use and construct basic symbols in a key. Use simple grid references (A1, B1).		Milestone 2 - Describe key aspects of: - physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. - human geography, including: settlements and land use. - Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.		Milestone 3 - 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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. - Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. - Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).	
Threshold Concept:To communicate geographically							

Key Stage 3
[National curriculum in England: geography programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/curriculum-standards/primary-geography)

Key Stage 3 Geography

Subject content Key stage 3 Pupils should consolidate and extend their knowledge of the world's major countries and their physical and human features. They should understand how geographical processes interact to create distinctive human and physical landscapes that change over time. In doing so, they should become aware of increasingly complex geographical systems in the world around them. They should develop greater

competence in using geographical knowledge, approaches and concepts [such as models and theories] and geographical skills in analysing and interpreting different data sources. In this way pupils will continue to enrich their locational knowledge and spatial and environmental understanding. Pupils should be taught to:

Locational knowledge

- Extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities

Place Knowledge

- Understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia

Human and physical geography

- Understand, through the use of detailed place-based exemplars at a variety of scales, the key processes in: □ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts.
- Human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary sectors; and the use of natural resources
- Understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems

Geographical skills and fieldwork

- build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field
- Interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and satellite photographs
- Use Geographical Information Systems (GIS) to view, analyse and interpret places and data
- Use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.