



<p><u>Geography Context: National Curriculum</u> 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.</p>	<p><u>National Curriculum KS1</u> <u>Locational knowledge</u> *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 <u>Place knowledge</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 contrasting non-European country <u>Human and physical geography</u> *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 <u>Geographical skills and fieldwork</u> *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 KS *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.</p>			<p><u>National Curriculum KS2</u> <u>Locational knowledge</u> *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) <u>Place knowledge</u> *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 <u>Human and physical geography</u> *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 <u>Geographical skills and fieldwork</u> *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.</p>			
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

Concepts		YR	Y1	Y2	Y3	Y4	Y5	Y6
Locational and place knowledge	PLACE	<p>To make sense of their physical world and their community by exploring, observing and finding out about people, places, technology and the environment.</p> <p>Talk about the features of where they live (their own immediate environment. Home/Bearwood school).</p> <p>Knows that 4 countries make up the UK and can name at least one country (Build up to Year 1)</p> <p>Understand similarities and differences in</p>	<p>Name and locate the four countries of the United Kingdom and capital cities. Identify the characteristics and physical features of the four countries of the United Kingdom</p>	<p>Locate UK within the world.</p> <p>Identify the key characteristics of Bournemouth.</p> <p>Name, describe and compare familiar places. Human and physical features of Bournemouth.</p>	<p>Name and locate the counties of the United Kingdom. Name and locate geographical regions of the UK and their identifying characteristics</p> <p>Name and locate topographical features and land use patterns in regions of the UK.</p>	<p>Identify where countries are within Europe, including Italy and Russia.</p> <p>Identify the physical characteristics and key topographical features of the countries within Europe.</p> <p>Recap 7 continents and 5 oceans (warm-up activity).</p> <p>Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p> <p>Geographical</p>	<p>Name and locate counties and key cities in South America (using maps).</p> <p>Identify environmental regions, key human and physical characteristics, and major cities.</p> <p>Also identify position and significance of: Prime/Greenwich Meridian and time zones, including day and night.</p> <p>Understand geographical similarities and differences through studying the human and</p>	<p>Name and locate counties in North America (using maps and globes).</p> <p>Recap naming and locating countries, continents, oceans, equator, latitude, longitude, hemispheres, Northern/Southern Tropic, Prime Meridian, time zones.</p> <p>Understand geographical similarities and</p>
	CONTINENTS							
	SEAS		<p>Name and locate the seas surrounding the United Kingdom</p>	<p>Name and locate the 7 continents.</p>	<p>Locate and name the 5 oceans.</p>	<p>Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p>		
	GLOBAL POSITION		<p>Understand the similarities and differences between their home and capital cities in the United Kingdom (other areas of the UK).</p>	<p>Location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Identify the position and significance of the Equator, Northern hemisphere, Southern hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle and Antarctic Circle.</p>			
	SIMILARITIES AND							

	DIFFERENCES	relation to local places. Understand similarities and differences in relation to the places people live Can identify similarities and differences between human and physical		Understand geographical similarities and differences through studying the human and physical geography of Bournemouth and a non-European area, Kenya.		similarities and differences through studying the human and physical effects of weather and climate. Understand geographical similarities and differences through studying the human and physical geography of a region of Europe.	physical geography of a region of South America.	differences through studying the human and physical geography of a region of North America.
Human and physical geography	FOOD AND TRADE SIMILARITIES AND DIFFERENCES	Talk about the features that make environments different from one another. Briefly explain the difference between human and physical	Observe and explain the differences of features between 2 localities. Use basic geographical vocabulary to identify features including: beach, sea, river, hill, forest, soil, city, farm, house, office, shop and factory	Know what the difference is between human and physical features. Use basic geographical vocabulary to refer to: • Physical features, including: coast, cliff, ocean, valley, pasture, vegetation and mountain • Human features,	Understand the origins of food (from farm to fork) and their distribution across the UK. Understand geographical similarities and differences through studying the human and physical geography of a region of the United Kingdom. Describe the	Examine the reasons behind the origins of food and their distribution across Europe. Understand geographical similarities and differences through studying the human and physical geography of a region of Europe. Describe the	Understand the trade links between UK and the Americas. Understand geographical similarities and differences through studying the human and physical geography of a region of South America. Know about changes to the world	Explore how trade links have changed over time to ensure sustainability and be ethical. Understand geographical similarities and differences through studying the human and physical geography of a region of North America.

	<p>ENVIRONMENTAL IMPACT</p> <p>Recycling</p> <p>SIGNIFICANT PHYSICAL FEATURES</p>			<p>including: town, village, farm, agriculture, horticulture, port and harbour.</p>	<p>impact humans can have on the environment.</p> <p>Understand the origin and features of mountains</p>	<p>impact on people of the world's changing climate.</p> <p>Understand and describe key aspects of volcanoes and earthquakes.</p>	<p>environments over time.</p> <p>Understand why people seek, manage and sustain their environment.</p> <p>Understand how humans affect the environment over time.</p> <p>Understand key aspects of biomes and vegetation belts.</p>	<p>Understand and describe key aspects of rivers.</p> <p>Know how rivers erode, transport and deposit materials.</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition.</p>
<p>Settlement and Land Use</p>		<p>Understand what land is used for in their immediate environment.</p>	<p>Understand key human features- land is used for different purposes.</p>	<p>Understand key human features- land is used for different purposes.</p>	<p>Explain how land use in a particular area has changed throughout history.</p> <p>Explain the effect human settlement is having on the world's climate</p>	<p>Discuss land use in biomes across the globe and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</p>	<p>Draw conclusions and develop informed reasons for the changes in settlement populations with relation to land use and trade.</p>	<p>Understand what land is used for in their immediate environment of coastal location including economic activity including trade links, and the distribution of natural resources.</p>

<p>Weather and Climate</p>	<p>PATTERNS</p> <p>WATER CYCLE</p> <p>CLIMATE ZONES</p>	<p>Describe the weather in their immediate environment.</p>	<p>Describe seasonal weather changes.</p> <p>Identify seasonal and daily weather patterns in the four countries of the United Kingdom.</p>	<p>Gather data and compare.</p>	<p>Explain about weather patterns around the UK.</p> <p>How weather effects food production</p> <p>How weather affects regional food produce</p> <p>How weather differs and changes in mountain environments</p>	<p>Explore weather patterns around parts of Europe.</p> <p>How weather and the climate of a region effects food production</p> <p>Understand and describe the water cycle and its impact on the weather.</p> <p>Recap the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (warm-up activity) and how climates changes across climate zones.</p>	<p>Understand about weather patterns in South America and relate these to climate zones.</p>	<p>Understand about weather patterns in North America and relate these to climate zones.</p> <p>Understand how weather and climate affects world trade in produce</p> <p>How the climate of a region affects imports and exports.</p>
<p>Mapping</p>	<p>MAKE</p>	<p>Use a simple plan to understand the location of different</p>	<p>Make a simple plan of the school grounds.</p> <p>Make a simple plan of a known area with a</p>		<p>Make a more detailed aerial plan/map</p> <p>Use maps and</p>	<p>Make a simple map on a grid of a route using a key with standard symbols.</p>	<p>Sketch a map of an area using OS symbols and a key.</p>	<p>Make a detailed sketch map of an area of study</p>

	<p>MAPS</p> <p>KEYS</p> <p>GRID REFERENCES</p> <p>COMPASS POINTS</p>	<p>features</p> <p>Can use a map to locate objects in 'real life.'</p> <p>Use and discuss PHOTOGRAPHS and ariel photographs</p>	<p>simple key.</p> <p>Use a simple map/arial photograph to move around the school and the grounds</p> <p>Understand why maps need a key.</p> <p>Use and construct basic symbols in a key</p> <p>Use own key symbols to identify features on their own maps</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p>Use an atlas, map or ariel photograph to locate the countries of the United Kingdom.</p> <p>Use and interpret maps and atlases of the United Kingdom to identify cities and counties.</p> <p>Understand the keys and symbols of an OS map</p> <p>Use 4 figure grid references</p> <p>I know that the geographical regions are London, the North East, North West, Yorkshire, East Midlands, West Midlands, South East, East of England and the South West.</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map.</p>	<p>digital/computer mapping to locate and describe features studied.</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in Europe</p> <p>Use 4 figure grid references to locate landmarks on an OS map.</p>	<p>Make simple climatic maps</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in South America.</p> <p>Use 6 figure grid references to locate landmarks on an OS map.</p>	<p>Use an OS Map to follow a route</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in South America.</p> <p>Use lines of longitude and latitude to describe locations in South America.</p>	<p>Use an OS map to navigate on an orienteering exercise</p> <p>Use and interpret maps, globes, atlases and digital/computer mapping to locate countries and key features in North America.</p> <p>Use lines of longitude and latitude to describe locations in North America.</p>
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Types of map <i>(Suggestions in italics)</i>		Aerial photographs	Aerial photographs. Political map <i>(Countries of the UK, Collins First p.8)</i> <i>(Seas around the UK, Collins Primary p.19)</i>	Political map <i>(Capital cities of the UK, Collins Primary p.19)</i> Population map <i>(Capital cities of the UK, Oxford Junior p.30)</i> Continents and oceans map <i>(Continents and oceans of the world, Collins First p.26-27)</i> Heat map <i>(Hot and cold areas, North and South Pole, Collins First p.30-31)</i> Tourist maps <i>(Printed, capital cities of the UK)</i>	OS Maps- 4-figure grid reference. Digital map: Counties of the UK <i>(using GB overlay-boundaries)</i> Political map <i>(Countries and capital cities of Europe, Oxford Junior p.38 OR Collins Primary p.16)</i> Topographic map <i>(Mountains, Oxford Junior p16-17 OR Collins Primary p.21)</i> Farming map <i>(Types of land use in the UK, Oxford Junior p.31)</i>	OS Maps- 6 figure grid reference. Digital map: Volcanoes and earthquakes <i>(using volcano and tectonic plates World overlay- physical geography)</i> Political map <i>(Countries and capital cities of Europe, Oxford Junior p.38 OR Collins Primary p.16)</i> Land use map <i>(Settlement, Oxford Junior p. 31)</i> Energy map <i>(Oxford Junior p.33)</i> Ports and airports map <i>(Trade links, Oxford Junior p.35)</i>	Digital map: Time zones <i>(World human geography overlay-time zones)</i> Digital map: Biomes <i>(World physical geography overlay-WWF World biomes)</i> Political map <i>(South America, Oxford Junior p.52)</i> Climate map <i>(World climate, Oxford Junior p.58-59)</i> Environmental region map <i>(Oxford Junior p.60-61)</i> Digital map: Population density overlay <i>(World human geography. Use slider for transparency to see countries)</i> Digital map: Longitude and latitude grid	Political map <i>(North America, Oxford Junior p.50)</i> Roads and railways map <i>(Trade links, Oxford Junior p.34)</i> Ports and airports map <i>(Trade links, Oxford Junior, p.66-67)</i> Land height and river map <i>(Rivers, Oxford Junior p.40 (Europe), 56-57 (World))</i> Digital map: Rivers <i>(using Key: water features (use for parts of river, tributaries, etc.))</i> Digital map: Population density overlay <i>(world human geography. Use slider for transparency to see countries.)</i> Digital map: Longitude and latitude grid

Fieldwork skills	OBSERVE	Observe their immediate environment.	Observe the geography of school and its grounds closely using simple equipment such as hand lenses and egg timers.	Observe changes over time.	Make systematic and careful observations.			Use fieldwork to observe, measure, record and present information/the human and physical features in an area using a range of methods, including sketching maps, plans and graphs and using digital technologies.
	USE OF EQUIPMENT			Begin to select equipment from a limited range.	Use a range of equipment, including thermometers and data loggers.		Take measurements, using a range of scientific/geographic equipment, with increasing accuracy and precision, taking repeat readings when appropriate.	Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate and explain the need for these.
	GATHER AND RECORD	Make links and notice patterns in their experience.	Gather and record data to help in answering questions.	Make increasingly accurate measurements.	Take accurate measurements (where appropriate) using standard units.	Take repeat readings.	Gather, record, classify in a variety of ways to help in answering refined questions.	Use PowerPoint or similar software to share findings in a short presentation
	PRESENT		Present data in pictograms	Create tables and charts to classify data.	Gather, record, classify information in a variety of ways to help in answering questions.	Present findings in a short, written report	Present findings in a variety of tables, charts and graphs.	Present findings using evidence to back up your conclusions/hypotheses.

*Sticky knowledge for each year group highlighted