

National Curriculum Geography 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 about:

Location 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

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 (e.g. '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.

Italics – Target Tracker Statements

Key Stage 1 Cycle A	Key Stage 1 Cycle B
<ul style="list-style-type: none"> • Mapping- Where the Crimean War took place on a map • Mapping- London • Map skills of the local area. • Castles in the UK. • UK- England/Ireland/Scotland/Wales 	<p>Map skills to identify countries, continents and capital cities. Plan a journey using transport to get to them using directional vocabulary</p> <p>Europe - Continent</p> <p>Africa – Non-European Country</p> <p>Map skills to identify where different animals live, including outside Europe thinking about features of places and weather.</p> <p>Map skills to identify countries, continents, oceans, seas and capital cities.</p>

National Curriculum Geography 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 tools and skills to enhance their locational and place knowledge.

Pupils should be taught about:

Location 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

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- 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 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.

At Great Horwood we study the following topics across a two year cycle.

Year 3 and 4 Cycle A	Year 3 and 4 Cycle B	Year 5 and 6 Cycle A	Year 5 and 6 Cycle B
Indonesia & China Maps of Surviving Monuments Extreme Earth Locational maps of volcanoes	All around the World Antarctica	Map work- physical & human features of South America compared with North America - Brazil	Using maps to locate Anglo Saxon and Viking settlements and homelands Scandinavia – Norway, Denmark and Sweden
Mountains & Coasts	Somewhere to Settle Modern Day Rome/Italy	Formation of the world and location of the world's countries Oceans India	How to use an atlas (index), how time zones work and how to calculate time differences around the world. OS map work (symbols, six-figure grid references) physical geography
Rivers/Water River Nile Egypt	Modern Greece	Local study looking at the distribution of resources, energy, minerals and water	Maps linked to local area. Extend place knowledge Poland/Germany

*Italics – Target Tracker Statements***Geography – Geographical Field Skills and Enquiry****Pupils will be taught to:**

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • say what they like about their locality • sort things they like and don't like • answer some questions using different resources, such as books, the internet and atlases • think of a few relevant questions to ask about a locality • answer questions about the weather • keep a weather chart <p>Challenge: Answer questions using a weather chart Make plausible predictions about what the weather may be like later in the day or tomorrow?</p> <ul style="list-style-type: none"> • <i>ask simple geographical questions</i> • <i>use simple observational skills to study the</i> 	<ul style="list-style-type: none"> • label a diagram or photograph using some geographical words • find out about a locality by using different sources of evidence • find out about a locality by asking some relevant questions to someone else • say what they like and don't like about their locality and another locality like the seaside <p>Challenge:</p> <ul style="list-style-type: none"> • make inferences by looking at a weather chart • make plausible predictions about what the weather may be like in different parts of the world <ul style="list-style-type: none"> • <i>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied</i> • <i>use simple compass</i> 	<ul style="list-style-type: none"> • use the correct geographical words to describe a place and the events that happen there • Identify key features of a locality by using a map • <i>begin to use 4 figure grid references</i> • accurately plot NSEW on a map • use some basic OS map symbols • Makes accurate measurement of distances within 100Km <p>Challenge:</p> <ul style="list-style-type: none"> • work out how long it would take to get to a given destination taking account of the mode of transport <ul style="list-style-type: none"> • <i>understand why there are similarities and differences between places</i> • <i>ask and answer geographical questions, e.g. Describe the landscape. Why is it like</i> 	<ul style="list-style-type: none"> • carry out a survey to discover features of cities and villages • find the same place on a globe and in an atlas • label the same features on an aerial photograph as on a map • plan a journey to a place in England • accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc) <p>Challenge:</p> <ul style="list-style-type: none"> • give accurate measurements between 2 given places within the UK <ul style="list-style-type: none"> • <i>understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes</i> • <i>measure straight line distances using the right scale</i> 	<ul style="list-style-type: none"> • collect information about a place and use it in a report • map land use • find possible answers to their own geographical questions • make detailed sketches and plans; improving their accuracy later • plan a journey to a place in another part of the world, taking account of distance and time <p>Challenge:</p> <ul style="list-style-type: none"> • work out an accurate itinerary detailing a journey to another part of the world • understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 	<ul style="list-style-type: none"> • confidently explain scale and use maps with a range of scales • choose the best way to collect information needed and decide the most appropriate units of measure • make careful measurements and use the data • use OS maps to answer questions • use maps, aerial photos, plans and web resources to describe what a locality might be like <p>Challenge:</p> <ul style="list-style-type: none"> • define geographical questions to guide their research • use a range of self-selected resources to answer questions <ul style="list-style-type: none"> • <i>use maps, atlases, globes and digital/computer mapping to locate</i>

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<p><i>geography of the school and its grounds</i></p> <ul style="list-style-type: none"> • <i>use simple maps of the local area</i> • <i>use words such as near and far, left and right to talk about where things are</i> • <i>make simple maps and plans</i> 	<p><i>directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map</i></p> <ul style="list-style-type: none"> • <i>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</i> • <i>use simple fieldwork and observational skills to study the geography the school and its grounds and the key human and physical features of its surrounding environment</i> 	<p><i>this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?</i></p> <ul style="list-style-type: none"> • <i>analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures</i> • <i>recognise that different people hold different views about an issue and can begin to understand some of the reasons why</i> • <i>communicate findings in appropriate ways</i> • <i>understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle</i> • <i>use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office</i> • <i>use fieldwork instruments e.g. camera, rain gauge</i> • <i>use and interpret maps, globes, atlases and digital</i> 	<ul style="list-style-type: none"> • <i>explore features on OS maps using 6 figure grid references</i> • <i>draw accurate maps with more complex keys</i> • <i>plan the steps for an enquiry</i> • <i>recognise that people have differing quality of life living in different locations and environments</i> • <i>explain how the locality is set within a wider geographical context</i> 	<p><i>countries and describe features studied</i></p> <ul style="list-style-type: none"> • <i>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 knowledge of the United Kingdom and the wider world</i> • <i>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</i> • <i>understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links</i> • <i>use maps, charts etc. to support decision making about the location of places e.g. new bypass</i>
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		<i>mapping to find countries and key features</i> <i>• make plans and maps using symbols and keys</i>			
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Geography – Physical Geography

Pupils will be taught to:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> tell someone their address explain the main features of a hot and cold place describe a locality using words and pictures <i>explain how the weather changes with each season</i> name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house' <p>Challenge:</p> <ul style="list-style-type: none"> name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house' 	<ul style="list-style-type: none"> describe some physical features of their own locality explain what makes a locality special describe some places which are not near the school describe a place outside Europe using geographical words describe some of the features associated with an island describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley <p>Challenge:</p> <ul style="list-style-type: none"> find the longest and shortest route using a map use a map, photographs, film or plan to describe a 	<ul style="list-style-type: none"> use maps and atlases appropriately by using contents and indexes describe how volcanoes are created describe how earthquakes are created <i>confidently describe physical features in a locality</i> locate the Mediterranean and explain why it is a popular holiday destination <i>recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)</i> <p>Challenge:</p> <ul style="list-style-type: none"> <i>explain why a locality has certain physical features</i> <i>explain about weather conditions / patterns</i> 	<ul style="list-style-type: none"> describe the main features of a well-known city describe the main features of a village describe the main physical differences between cities and villages use appropriate symbols to represent different physical features on a map <p>Challenge:</p> <ul style="list-style-type: none"> explain how a locality has changed over time with reference to physical features <ul style="list-style-type: none"> <i>understand the effect of landscape features on the development of a locality</i> <i>explain about key natural resources e.g. water in the locality</i> 	<ul style="list-style-type: none"> explain why many cities of the world are situated by rivers explain how a location fits into its wider geographical location; with reference to physical features explain how the water cycle works explain why water is such a valuable commodity <p>Challenge:</p> <ul style="list-style-type: none"> explain what a place (open to environmental and physical change) might be like in the future taking account of physical features <ul style="list-style-type: none"> <i>understand about weather patterns around the World and relate these to climate</i> 	<ul style="list-style-type: none"> give extended descriptions of the physical features of different places around the world describe how some places are similar and others are different in relation to their human features accurately use a 4 figure grid reference create sketch maps when carrying out a field study <p>Challenge:</p> <ul style="list-style-type: none"> plan a journey to another part of the world which takes account of time zones understand the term sustainable development and use it in different contexts <ul style="list-style-type: none"> <i>describe and understand</i>

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	contrasting locality outside Europe • <i>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</i>	<i>around the UK and parts of Europe</i>	• <i>explore weather patterns around parts of the world</i>	zones • <i>explain how rivers erode, transport and deposit materials</i> • <i>explain about the physical features of coasts and begin understand erosion and deposition</i>	<i>key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>
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Human Geography

Pupils will be taught to:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> begin to explain why they would wear different clothes at different times of the year tell something about the people who live in hot and cold places explain what they might wear if they lived in a very hot or a very cold place Challenge: name different jobs that people living in their area might do	<ul style="list-style-type: none"> describe some human features of their own locality, such as the jobs people do explain how the jobs people do may be different in different parts of the world explain how people spoil the area describe how people try to make the area better explain what facilities a town or village might need Challenge:	<ul style="list-style-type: none"> describe how volcanoes have an impact on people's lives <i>confidently describe human features in a locality</i> <i>explain why a locality has certain human features</i> explain why a place is like it is explain how the lives of people living in the Mediterranean would be different from their own Challenge:	<ul style="list-style-type: none"> explain why people are attracted to live in cities explain why people may choose to live in a village rather than a city explain how a locality has changed over time with reference to human features find different views about an environmental issue - give their own view suggest different ways that a locality could be changed and improved 	<ul style="list-style-type: none"> explain why people are attracted to live by rivers explain how a location fits into its wider geographical location; with reference to human and economical features explain what a place might be like in the future, taking account of issues impacting on human features Challenge: explain how people are trying to manage their environment	<ul style="list-style-type: none"> give an extended description of the human features of different places around the world map land use with their own criteria describe how some places are similar and others are different in relation to their physical features Challenge: explain how human activity has caused an environment to change analyse population data on

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	<ul style="list-style-type: none"> • explain how the weather affects different people • <i>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</i> 	<ul style="list-style-type: none"> • explain how people's lives vary due to weather 	Challenge: <ul style="list-style-type: none"> • explain how people are trying to manage their environment • <i>describe human features of UK regions, cities and /or counties</i> • <i>describe how people have been affected by changes in the environment</i> 	<ul style="list-style-type: none"> • <i>understand how humans affect the environment</i> • <i>understand why people seek to manage and sustain their environment</i> 	<p>two settlements and report on findings and questions raised</p> <ul style="list-style-type: none"> • <i>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</i>
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Geographical Place and Locational Knowledge

Pupils will be taught to:

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • identify the four countries making up the United Kingdom • name some of the main towns and cities in the United Kingdom • point out where the equator, north pole and south pole are on a globe or atlas Challenge: <ul style="list-style-type: none"> • name a few towns in the 	<ul style="list-style-type: none"> • <i>name the continents of the world and find them in an atlas</i> • <i>name the world's oceans and find them in an atlas</i> • name the major cities of England, Wales, Scotland and Ireland • find where they live on a map of the UK Challenge: <ul style="list-style-type: none"> • locate some of the world's 	<ul style="list-style-type: none"> • name a number of countries in the Northern Hemisphere • locate and name some of the world's most famous volcanoes/mountains • name and locate some well-known European countries • name and locate the capital cities of neighbouring European countries 	<ul style="list-style-type: none"> • locate the Tropic of Cancer and the Tropic of Capricorn? • know the difference between the British Isles, Great Britain and UK • know the countries that make up the European Union • name up to six cities in the UK and locate them on a map 	<ul style="list-style-type: none"> • name and locate many of the world's major rivers on maps • name and locate many of the world's most famous mountain regions on maps • locate the USA and Canada on a world map and atlas • locate and name the main countries in South America on a world map and atlas Challenge:	<ul style="list-style-type: none"> • recognise key symbols used on Ordnance Survey maps • name the largest desert in the world • identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles • explain how the time zones work Challenge:

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<p>south and north of the UK</p> <ul style="list-style-type: none"> • <i>understand how some places are linked to other places e.g. roads, trains</i> • <i>name, describe and compare places known</i> • <i>link home with other places in the area</i> • <i>show I know about changes that are happening in the local environment e.g. at school</i> • <i>suggest ideas for improving the school environment</i> 	<p>major rivers and mountain ranges</p> <ul style="list-style-type: none"> • point out the North, South, East and West associated with maps and compass • <i>name, place and identify characteristics of the four countries and capital cities of the United Kingdom</i> • <i>name, locate and identify characteristics of the seas surrounding the United Kingdom</i> 	<ul style="list-style-type: none"> • be aware of different weather in different parts of the world, especially Europe • show I know the physical and human features of my locality • name and locate the cities of the UK • point to where counties are within the UK and their key topographical features <p>Challenge:</p> <ul style="list-style-type: none"> • name the two largest seas around Europe • understand why there are similarities and differences between places 	<ul style="list-style-type: none"> • locate and name some of the main islands that surround the UK • name the areas of origin of the main ethnic groups in the UK & in the school <p>Challenge:</p> <ul style="list-style-type: none"> • name the counties that make up the home counties of London • name some of the main towns and cities in Yorkshire and Lancashire • <i>recognise the different shapes of continents</i> • <i>show I know features nearby and beyond the UK</i> • <i>show where countries are within Europe, including Russia</i> • <i>show I know about the wider context of places - region, country</i> • <i>understand why there are similarities and differences between places</i> 	<ul style="list-style-type: none"> • begin to recognise the climate of a given country according to its location on the map • <i>identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</i> • <i>recognise the different shapes of countries</i> • <i>show I know about the wider context of places e.g. county, region and country</i> • <i>describe where a variety of places are in relation to physical and human features</i> • <i>show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent</i> • <i>identify the physical characteristics and key topographical features of</i> 	<ul style="list-style-type: none"> • name and locate the main canals that link different continents • name the main lines of latitude and meridian of longitude • <i>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</i> • <i>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</i> • <i>identify the position and significance of latitude, longitude, Equator,</i>
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				<i>the countries within North America</i>	<i>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)</i> <ul style="list-style-type: none">• <i>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</i>
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