



**Geography** is **exciting** and **dynamic**. We should be really **sparking** off the children's interest in other places and how we are all **connected**, how we all join up! These fundamental questions should run through all of the topics:



- Where is this place?
- What is it like? (And why?)
- How and why is it changing?
- How does this place compare with other places?
- How and why are places connected?

**Location, Location, Location!**

	Key Stage 1	Key Stage 2
Subject Content	<p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>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</p>	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>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.</p>
Locational knowledge	<p>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</p>	<p>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</p> <p>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</p> <p>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)</p>



Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the <b>United Kingdom</b> , and of a small area in a <b>contrasting non-European country</b>	Understand geographical similarities and differences through the study of human and physical geography of a region of the <b>United Kingdom, a region in a European country, and a region within North or South America</b>
Human and physical geography	<p>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</p> <p>Use basic geographical vocabulary to refer to:  <b>key physical features</b>, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  <b>key human features</b>, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Describe and understand key aspects of:  <b>physical geography</b>, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  <b>human geography</b>, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
Geographical skills and fieldwork  Map work  Direction	<p>Use <b>world maps, atlases and globes</b> to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>Use simple compass directions (<b>North, South, East and West</b>) and 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><b>Use aerial photographs</b> 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</p> <p>Use simple <b>fieldwork</b> 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>Use <b>maps, atlases, globes and digital/computer mapping</b> to locate countries and describe features studied</p> <p>Use the <b>eight points of a compass, four and six-figure grid references, symbols and key</b> (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to <b>observe, measure, record</b> and present the human and physical features in the local area using a range of methods, including <b>sketch maps, plans and graphs, and digital technologies</b>.</p>



Skills Progression in Geography									
	Reception / Year 1		Year 1/2		Year 3/4	Year 4/5		Year 6	
Locational knowledge (map knowledge)		Name and locate the four countries and capital cities of the UK using atlases and globes.		Name and locate the world’s continents and oceans	Locate the world’s countries focussing on The Americas  Focus on key physical and human features	Locate the world’s countries focussing on Europe  Focus on key physical and human features	Name and locate countries, cities, regions and features of UK.		
Place knowledge (Localities)	School locality Short journeys – within 10miles? Hot/ cold regions of the world			Compare local area to a non-European country	Study a region of the UK not the local area	Study a region of the UK not the local area  Study a region the Americas	Study a region of Europe		
Human and physical geography		Identify seasonal/daily weather patterns in the UK and the location of hot and cold areas of the world  Use basic geographical vocabulary to refer to local and familiar features.		Use basic vocabulary to describe a less familiar area	Describe and understand climate, <b>rivers</b> , mountains, <b>water cycle</b> , settlement	Describe and understand climate, rivers, mountains, water cycle, <b>settlement</b> , <b>trade links</b>	Understand latitude, longitude, equator, hemisphere  Understand <b>vegetation belts</b>	Understand latitude, longitude, equator, hemisphere	Understand tropics, polar circles and time zones  Understand Biome, vegetation belts  land use, economic activity, distribution of resources
Geographical and Fieldwork skills		Use four compass directions and simple directional vocabulary.		Use aerial images and other models to create simple plans maps, using symbols  Use simple	Use 8 points of the compass symbols and keys  Use fieldwork to observe measure and record	Use 4 figure GR on OS maps  Use fieldwork to record and	Use 4 figure GR on OS maps  Use fieldwork to record and	Use 4 figure GR on OS maps  Use fieldwork to record and	Use 6 figure GR on OS maps  Use fieldwork to record and





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|  | <ul style="list-style-type: none"><li>• you can be creative and block the geography, it should be 30 hours (KS1) and 33hours (KS2) of teaching time across one year</li><li>• if you do choose this then please make sure that you alternate it with the history topics (ie. not 2 geography block/units in a row)</li></ul> |
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**Please keep track in your planning of skills covered appropriate for your year groups.**