

GEOGRAPHY



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:

The national curriculum for geography aims to ensure that 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.

Geography knowledge progression

	Skills	Year 3	Year 4	Year 5	Year 6
Geography	Locational Knowledge	<p>Name and locate the cities of the UK</p> <p>Begin to identify where counties are within the UK and the key topographical features</p> <p>Demonstrate knowledge of features about places around him/her and beyond the U.K.</p> <p>Begin to recognise the different shapes of continents</p>	<p>Identify where countries are within Europe; including Russia</p> <p>Know how the locality is set within a wider geographical context</p> <p>Recognise that people have differing quality of life living in different locations and environments</p> <p>Recognise the different shapes of continents</p> <p>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topological features (including hills, mountains, coasts and river) and land use patterns; and understand how some</p>	<p>Identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>Identify the physical characteristics and key topographical features of the countries within a continent apart from Europe</p> <p>Know about the wider context of places e.g. county, region and country</p> <p>Know and describe where a variety of places are in relation to physical and human features</p> <p>Know the location of: capital cities of countries of British Isles and UK seas around European Union countries with high</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> <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 human and physical characteristics, countries and major cities</p> <p>Recognise the different shapes of countries</p>

Geography knowledge progression

			of these aspects have changed over time	populations and large areas and the largest cities in each continent	
				Recognise the different shapes of countries	
	Place Knowledge	<p>Develop an awareness of how places relate to each other</p> <p>Recognise that there are similarities and differences between places</p>	<p>Know about the wider context of places – region, country</p> <p>Understand why there are similarities and differences between places</p>	<p>Compare the physical and human features of a region of the UK and a region somewhere beyond Europe, identifying similarities and differences</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</p>
	Human and physical geography	<p>Explore weather patterns around parts of the world</p> <p>Identify physical and human features of the locality</p> <p>Understand how humans affect the environment over time</p>	<p>Describe how people have been affected by changes in the environment</p> <p>Describe human features of UK regions, cities and/or counties</p> <p>Explain about key natural resources e.g. water in the locality</p> <p>Understand the effect of landscape features</p>	<p>Know about changes to world environments over time</p> <p>Understand about weather patterns around the world and relate these climate zones</p> <p>Understand how humans affect the environment over time</p>	<p>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</p> <p>Describe and understand key aspects of physical geography,</p>

Geography knowledge progression

		<p>Know about changes to world environments over time</p>	<p>on the development of a locality</p> <p>Understand how humans affect the environment over time</p> <p>Explain about weather conditions/patterns around the U.K. and parts of Europe</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>Know about changes to world environments over time</p>	<p>Understand why people seek to manage and sustain their environment</p>	<p>including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</p> <p>Understand how humans affect the environment over time</p> <p>Know about changes to world environments over time</p>
	Skills	Year 3	Year 4	Year 5	Year 6
	Specific countries or regions to study	London and the U.K	Europe & South America	World	Europe and the wider world

Geography knowledge progression

	Skills	Year 3	Year 4	Year 5	Year 6
	Geographical skills and fieldwork	<p>Make more detailed fieldwork sketches/diagrams</p> <p>Analyse evidence and draw conclusions e.g. make comparisons between locations using aerial photos/pictures e.g. population, temperatures etc.</p> <p>Ask and respond to geographical questions, e.g. Describe the landscape. Why is it like this? What do you think about that? What do you think it might be like if ... continues?</p> <p>Communicate findings in ways appropriate to the task or for the audience</p> <p>Recognise that different people hold different views about an issue and begin to</p>	<p>Explore features on OS maps using 6 figure grid references</p> <p>Use and interpret maps, globes atlases and digital/computer mapping to locate countries and key features</p> <p>Make plans and maps using symbols and keys</p> <p>Plan the steps and strategies for an enquiry</p> <p>Understand and use a widening range of geographical terms, e.g. specific topic vocabulary – contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Use the eight points of a compass confidently, four and six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world</p> <p>Draw more accurate maps with more complex keys</p> <p>Measure straight line distances using the appropriate scale</p>	<p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary – urban, rural, land use, sustainability, tributary, trade links etc.</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local areas using a range of methods, including sketch maps, plans and graphs, and digital technologies</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use maps, charts etc. to support decision making about the</p>

Geography knowledge progression

		<p>understand some of the reasons why</p> <p>Understand and use a widening range of geographical terms, e.g. specific topic vocabulary – meander, location, industry, transport, settlement, etc.</p> <p>Use and interpret maps, globes atlases and digital/computer mapping to locate countries and key features (computing link)</p> <p>Use basic geographical vocabulary such as cliff, ocean, valley vegetation, soil, mountain,</p> <p>Use four figure grid references and begin to use the 4 points of a compass (maths link)</p>	<p>Use the 4 points of a compass confidently and begin to use 8 points</p> <p>Use fieldwork instruments e.g. camera, rain gauge (computing link)</p> <p>Communicate findings in ways appropriate to the task or for the audience</p>	<p>Communicate findings in ways appropriate to the task or for the audience</p>	<p>location of places e.g. new bypass</p> <p>Use the eight points of a compass confidently, four and six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build his/her knowledge of the United Kingdom and the wider world</p> <p>Communicate findings in ways appropriate to the task or for the audience</p>
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