Hardwick – Geography

National Curriculum

Early Years Foundation Stage
Pupils should be taught to:
- 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, nonfiction texts and (when appropriate) maps.
- 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 and changing states of matter

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.

Key Stage 1
Pupils should be taught to:
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.

In Key Stage 2
Pupils should be taught to:
Locational knowledge
- Locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical / human characteristics, countries, 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.

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	Nursery Geographer	Reception Geographer	Year 1 Geographer	Year 2 Geographer
Progression and Assessment Criteria	***Understanding the World*** ***Locational knowledge*** ***Local Environment*** ***1. *Know where they live (Normanton).*** ***2. *Know features of the local environment (road, houses, nursery, trees, shop)*** ***Place knowledge*** ***Different Countries*** ***3. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos*** •*Practitioners can create books and displays about children's families around the world, or holidays they have been on. Encourage children to talk about each other's families and ask questions.* •*Use a diverse range of props, puppets, dolls and books to encourage children to notice and talk about similarities and differences.* ***Human and physical geography*** ***Seasons*** ***4. *Observe the natural world outside.*** ***5. *Draw attention to changing weather and seasons.***	***Understanding the World*** ***Simple Maps*** ***1. Draw information from a simple map (of their classroom/playground).*** • *Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate.* • *Familiarise children with the name of the road, and or village/town/city the school is located in.* • *Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features.* • *Offer opportunities for children to choose to draw simple maps of their immediate environment , or maps from imaginary story settings they are familiar with.* ***Similarities and Differences (UK/Pakistan)*** ***2. Recognise some similarities and differences between life in this country and life in other countries.*** • *Teach children about places in the world that contrast with locations they know well.* • *Use relevant, specific vocabulary to describe contrasting locations (including warm, cold, dry, wet, busy, quiet, built up, countryside).* • *Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see.* • *Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.* ***Contrasting Environments (Arboretum Park, London)*** ***3. Recognise some environments that are different to the one in which they live.*** • *Teach children about a range of contrasting environments within both their local and national region (Arboretum Park/London).* • *Model the vocabulary needed to name specific features of the world, both natural and made by people (including house, street, bridge, lake, river, pond).* • *Share non-fiction texts that offer an insight into contrasting environments.* • *Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.* ***Seasons*** ***4. Understand the effect of changing seasons on the natural world around them.*** • *Guide children's understanding by draw children's attention to the weather and seasonal features.* • *Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons (including cloudy, rain, sun, wind, hot, cold, warm, snow).* • *Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change.* • *Look for children incorporating their understanding of the seasons and weather in their play.*	***Locational knowledge*** *1. Know where I live and tell someone my address.* *2. Know the names of the four countries in the United Kingdom and locate them on a map.* *3. Identify characteristics of the four countries of the UK, including flags, weather and key physical characteristics.* *4. Name the continents of the world and locate them on a map.* ***Human and physical geography*** *5. Know about the location of hot and cold areas of the world in relation to the equator and north and south poles.* *6. Identify daily weather patterns in the UK.* *7. Know how the weather changes throughout the year and name the seasons.* ***Geographical skills and fieldwork*** *8. Know the four main directions on a compass are North, East, South and West.* *9. Keep a weather chart throughout the year and answer questions about the weather.* *10. Draw a simple map of the school grounds with basic symbols in a key (including car park, building, trees, playground, tyre park).* *11. Use world maps, atlases and globes to identify the United Kingdom and its countries.* ***Fieldwork study: Which human and physical features do we have on school grounds?*** *12. 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 (including fence, hedge, grass, playground, building, tree).*	***Locational knowledge*** *1. Name the capital cities of England, Wales, Scotland and Northern Ireland.* *2. Identify characteristics of the four capital cities of the UK, including population, location and key geographical features.* *3. Name and locate the surrounding seas of the UK.* *4. Name the world's oceans and locate them on a map.* *5. Locate the Great Barrier Reef and identify key physical characteristics.* ***Place knowledge*** *6. Describe a place outside Europe using geographical words.* *7. Compare a small rural area of the UK (Rosliston) to a contrasting area of Pakistan (Jhelum District in North Punjab) using key vocabulary including farmer, arable/soil, rural, crop, river, fertile/vegetation.* ***Human and physical geography*** *8. Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley.* *9. Know about the facilities that a village, town and city may need and give reasons, including vocabulary city, town, village, factory, farm, house, office, shop.* *10. Know how a coastal area has been changed by humans over time.* ***Geographical skills and fieldwork*** *11. Use the directional vocabulary: near; far; left; right to explain where a location is, and the location of features and routes on a map.* *12. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features, including beach, cliff, coast, forest, hill mountain, sea, ocean, river, valley, port, harbour.* *13. Collect and record data in 2 contrasting environments (school and coast).* *14. Use simple fieldwork and observational skills to study the geography of the school and its grounds and the key human and physical features of its surrounding environment including different places of worship, roundabout, school, park, doctors, laundrette* *15. Devise a simple map and construct basic symbols in a key.* *16. Use world maps, atlases and globes to identify the countries, continents and oceans that are studied (UK, continents and oceans, seas around the UK).* ***Fieldwork study: What traffic goes past and when?*** *17. 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*

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	Nursery Geographer	Reception Geographer	Year 1 Geographer	Year 2 Geographer
Progression and Assessment		***ELGs: Understanding the World*** ***5. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*** ***6. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and (when appropriate) maps.*** ***7. 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.*** ***8. Understand some important processes and changes in the natural world around them, including the seasons.*** ***Fieldwork study: How are areas of school different?*** *Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.*		
Vocabulary	• hot, cold, wet, dry • road, houses, nursery, trees, shop • Normanton • the world	• busy, quiet, countryside, built up • house, street, bridge, river, pond • map, atlas, globe • spring, summer, autumn, winter • cloudy, rain, sun, wind, hot, cold, warm, snow • Dover Street, Normanton, England, United Kingdom, London, Pakistan	• equator, north pole, south pole • location, address • north, south, east, west • human feature: fence, playground, building • physical feature: hedge, grass, tree • seasons: spring, summer, autumn, winter, weather • England, Scotland, Wales, Northern Ireland United Kingdom, flags, Union Jack • Europe, Africa, North America, South America, Asia, Australasia, Antarctica	• population, location • urban, rural, farmer, crop, river, fertile, vegetation • beach, coast, cliff, forest, hill, mountain, valley, sea, ocean, river, port, harbour • symbols, key, near, far, left , right • city, town, village , factory, farm, house, office, shop, roundabout, • London, Edinburgh, Cardiff, Belfast, Pakistan • Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, • North Sea, English Chanel, Irish sea, Celtic Sea, • Great Barrier Reef

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	Year 3 Geographer	Year 4 Geographer	Year 5 Geographer	Year 6 Geographer
Progression and Assessment Criteria	***Locational knowledge*** 1. *Know, name and locate the main local counties and at least six cities in the UK (Derbyshire, Nottinghamshire, Leicestershire, East Staffordshire Lincolnshire, Rutland, Nottingham, Derby, Leicester, Stafford, Lincoln, Chesterfield).* 2. *Name and locate rivers and coasts in the UK (Trent, Derwent, Dove, Thames, Severn, Tweed, Cleethorpes).* 3. *Name and locate key rivers in the world (including the Amazon, Mississippi, Nile).* 4. *Locate and name some of the world's most famous volcanoes (Mount Vesuvius in Italy, Laki in Iceland and Krakatoa in Indonesia).* ***Place knowledge*** 5. *Know the geographical similarities and differences between a region in the UK and a European country identifying key human and physical features (Derbyshire and South of France).* ***Human and physical geography*** 6. *Know why people may choose to live in or carry out activities in one place rather than another (Why live in a city?) Compare Derby and Derbyshire.* 7. *Know about and describe the key aspects of earthquakes and volcanoes including formation, types and features (including eruption, tectonic plates, Richter scale, magma, ash, lava, evacuation, destruction, island).* 8. *Know how natural disasters (earthquakes, volcanoes) can affect humans.* 9. *Know about the water cycle and the effect of weather on the surrounding environment (flooding).* **10.** *Know about the formation and course of a river.* ***Geographical skills and fieldwork*** 11. *Know how to use sketch maps and photographs to record and present the human and physical features in the local area. (photos/sketches during sculpture walk).* 12. *Know how to use the eight points of a compass to locate a feature or place on a map both in the UK and in the wider world.* 13. *Know how to use an atlas and digital technologies to find places including UK rivers.* ***Fieldwork study: What are the physical features of Dovedale?*** 14. *Use fieldwork to observe, record and present the physical features (the route of a river) of the local area (Dovedale) including sketch maps.*	***Locational knowledge*** 1. *Know, name and locate at least 6 capital cities and countries in Europe, including Russia (France, Paris, Germany, Berlin, Italy, Rome, Russia, Warsaw, Spain, Madrid, Portugal, Lisbon).* 2. *Know about, name and locate many of the world's most famous mountainous regions (Snowdonia, Grampian, Pennines, Pyrenees, Alps, Himalayas, Andes, Urals).* ***Place knowledge*** 3. *Describe key aspects of types of settlement and land use.* 4. *Know why most cities are situated by river and how this has changed over time (How has London changed geographically since Roman times?).* 5. *Understand geographical (human and physical) similarities and differences between two mountainous regions (Himalayas and Snowdonia) including height of the mountains and how features of the mountains are used by people who live there.* ***Human and physical geography*** 6. *Know about the features of mountains (valley, summit, ridge, tree line, snow line, plateau).* **7.** *Know about climate zones, biomes and vegetation belts in mountainous regions (Himalayas).* ***Geographical skills and fieldwork*** 8. *Know how to use sketch maps, ordnance survey map symbols, contour lines and symbols for a key to record geographical features and places (including contour lines to show height, trees to show woods, rivers, country boundaries, pathways).* 9. *Know how to use four figure grid references and keys to locate features and places on a map.* 10. *Know how to use an atlas and digital technologies and GIS to find and investigate places.* 11. *Use fieldwork to observe, record and present human features (litter) in the local area, using a range of methods including plans and graphs.* ***Fieldwork study: Why is that litter there?*** 12. *Know how to use sketch maps and symbols for a key to record geographical features and places.*	***Locational knowledge*** 1. *Know, name and locate the main regions and key land use patterns in the UK (agriculture and allotments) and know how this has changed over time.* 2. *Locate the Equator, Tropic of Cancer and the Tropic of Capricorn on a map.* 3. *Know whether a country is located in the Southern or Northern hemisphere.* ***Place knowledge*** 4. *Know how weather and climate affects human activities, including where food is grown.* ***Human and physical geography*** 5. *Know about how humans use land and how this affects environments linked to economic activity including trade and transport links, and the distribution of energy, natural resources, food, minerals and water (farming, location and food distribution).* 6. *Know the geographical similarities and differences of two contrasting agricultural regions (North Yorkshire and Lincolnshire).* ***Geographical skills and fieldwork*** 7. *Know how to use Ordnance Survey symbols and six-figure grid references to locate features and places on a map.* 8. *Know how to use an atlas and digital technologies to find, investigate and compare places.* 9. *Use fieldwork to observe human features (using digital technology to plan a journey).* ***Fieldwork study: Where should it be placed and why?*** 10. *Know how weather and climate affects human activities*	***Locational knowledge*** 1. *Know, name and locate at least six countries and cities in North and South America (Canada, Toronto, America, San Fransisco, New York, Washington, Brazil, Brasilia, Mexico, Mexico City).* 2. *Locate the Artic and Antarctic Circle on a map.* 3. *Locate the Greenwich meridian and know how time zones work and calculate time differences around the world (including USA, London, Russia).* ***Place knowledge*** 4. *Know the geographical similarities and differences between a region in North and South America (Brazil – rainforests and Texas - grasslands).* 5. *Know the geographical similarities and differences between places/biomes across the globe (Antarctica and Galapagos Island).* ***Human and physical geography*** **6.** *Know how natural resources are distributed and the impact this has on human activity.* **7.** *Know, name, locate and study world biomes and climate zones (Antarctica, poles). Communicate geographical information by writing at length.* **8.** *Know what a climate graph is and how it helps us to compare different places.* ***Geographical skills and fieldwork*** 9. *Know how to use scaled sketch maps and symbols for a key to record geographical features and places (Shakleton's journey in Antarctica).* 10. *Know how to use lines of longitude and latitude or grid references to locate features and places.* 11. *Know how to use a globe to locate countries and describe features.* 12. *Know how to use an atlas and digital technologies to find places and identify, describe and compare geographical features (Americas).* 13. *Record and present human and physical features of the school grounds including using graphs.* ***Fieldwork study: Which surface absorbs water quicker?*** 14. *Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques.*

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	Year 3 Geographer	*Year 4 Geographer*	*Year 5 Geographer*	*Year 6 Geographer*
Vocabulary	• earthquake, epicentre, eruption, tectonic plates, Richter scale, magma, ash, lava, evacuation, destruction, island • comparisons - community, industry, leisure, national, vandalism, tourism, land use • current, erosion, flood, floodplain, meander, mouth, riverbank, riverbed, source, tributary, valley, water course • north east, north west, south east, south west • Italy, Naples, Pompeii , Vesuvius, Laki, Iceland, Krakatoa, Indonesia • Derbyshire, Nottinghamshire, Leicestershire, East Staffordshire Lincolnshire, Rutland, Nottingham, Derby, Leicester, Stafford, Lincoln, Chesterfield • Trent, Derwent, Dove, Thames, Severn, Tweed, Cleethorpes • Amazon, Mississippi, Nile	• settlements – town, village, city, population, import, export, trade, natural resources • geographical features, contour lines, country boundaries, pathways • mountain range, peak, valley, summit, ridge, tree line, snow line, plateau • climate zone, biome, vegetation belt • France, Paris, Germany, Berlin, Italy, Rome, Russia, Warsaw, Spain, Madrid, ,Portugal, Lisbon • Snowdonia, Grampian, Pyrenees, Alps, Himalayas, Andes , Urals	• land use patterns, terrain, economic, trade and transport links, *farming, food distribution, natural resources • farming - allotment, arable, seasonal food, agriculture, livestock, produce • ordnance survey, grid references, digital technologies • Tropic of Cancer, Equator, Tropic of Capricorn, Northern Hemisphere, Southern Hemisphere • North Yorkshire, Lincolnshire	• climate graph, biomes, vegetation belts, tropical forest, grassland, wildlife, flora, fauna • natural resources, time zone, land use • grid references, longitude, latitude • Prime/Greenwich meridian, Arctic Circle, Antarctic Circle • Canada, Toronto, America, San Fransisco, New York, Washington, Brazil, Brasilia, Mexico, Mexico City • Brazil, Texas • Antarctica, Galapagos islands