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| **National Curriculum** | **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.   **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   **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. | | | | | | |
|  | ***Nursery Geographer*** | ***Reception Geographer*** | | | ***Year 1 Geographer*** | | ***Year 2 Geographer*** | |
| **Progression and Assessment Criteria** | ***Understanding the World***   * ***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.* | ***Understanding the World***   * ***Draw information from a simple map.***   + *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.* * ***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.*   + *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.* * ***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.*   + *Model the vocabulary needed to name specific features of the world, both natural and made by people.*   + *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.* * ***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.*   + *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***   * *Know where I live and tell someone my address. (MZ, MB)* * *Know the names of the four countries in the United Kingdom and locate them on a map. (PCW)* * *Name the continents of the world and locate them on a map. (PCW, DP)*   ***Place knowledge***   * *Know what I like and do not like about the place I live. (DP, MB)*   ***Human and physical geography***   * *Know about some of the main things that are in hot and cold places.(PCW)* * *Know how the weather changes throughout the year and name the seasons. (EW)* * *Know which clothes I would wear in hot and cold places. (PCW)*   ***Geographical skills and fieldwork***   * *Know the four main directions on a compass are North; East, South and West.(MZ)* * *Keep a weather chart and answer questions about the weather.(All year)* * *Draw a simple map; with basic symbols in a key.(EW)* * *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. (EW)* | | ***Locational knowledge***   * *Name the capital cities of England, Wales, Scotland and Northern Ireland. (SD)* * *Name the world’s oceans and locate them on a map. (LA)* * *Point to the equator, North and South Pole on an atlas and globe.(LA)*   ***Place knowledge***   * *Know what I like and do not like about a place that is different to the one I live in. (SD)* * *Describe a place outside Europe using geographical words. (LA)*   ***Human and physical geography***   * *Know how jobs may be different in other locations. (SD)* * *Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. (SD, LA)* * *Know about the facilities that a village, town and city may need and give reasons. (SD)* * *Know about some of the features of an island. (LA)*   ***Geographical skills and fieldwork***   * *Use the directional vocabulary: near; far; left; right to explain where a location is.(LA)* * *Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. (BTT, LA)* * *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. (SD)* | |
|  | ***Nursery Geographer*** | ***Reception Geographer*** | | | ***Year 1 Geographer*** | | ***Year 2 Geographer*** | |
| **Progression and Assessment Criteria** |  | ***ELGs: Understanding the World***   * ***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*** | | |  | |  | |
| **Themes** | * ***Me and My Community/Exploring Autumn (C, A)*** * ***Starry Night/Winter Wonderland (S, W)*** * ***Move It (M)*** * ***Puddles and Rainbows (P)*** * ***Ready Steady Grow (R)*** * ***Tumble (T)*** | * ***Me and My Community (C)*** * ***Exploring Autumn/Sparkle and Shine (E, Sp)*** * ***Let’s Explore/Build It Up (L, B)*** * ***Once Upon A Time (O)*** * ***Animal Safari/Creep, Crawl and Wriggle (A, C)*** * ***Sunshine & Sunflowers/Shadows & Reflections (S, R)*** | | | * ***Superheroes (S)*** * ***Enchanted Woodlands (EW)*** * ***Paws, Claws and Whiskers (PCW)*** * ***Dinosaur Planet (DP)*** * ***Moon Zoom (MZ)*** * ***Memory Box (MB)*** | | * ***Street Detectives (SD)*** * ***The Great Fire of London (GFL)*** * ***Baddies, Towers and Tunnels (BTT)*** * ***Land Ahoy (LA)*** * ***Scented Garden (SG)*** * ***Humans (H)*** | |
| **Vocabulary** | * home, world, space, farm, beach, jungle, city, map, habitat, journey | * continents, country, geography, wood, street, live, woodland, planet, sea, ocean, river, map, rain, sun, cloudy, colder, warmer, map, key, country, change, environment, pollution, wildlife | | | * equator, poles, environment, street, town, north, east, south, west | | * street, town, urban, rural, junction, symbol, map, key, aerial, pollution, field, hedge, farm, forest, hill, landmark, map, aerial, physical geography, human geography, marina, mast, deck, coast, beach, cliff, port, harbour, explorer, globe, atlas, garden, allotment, rainforest, climate | |
| **Famous** | * Normanton, Derby, Pakistan, India, Slovakia * Planet Earth | * England, United Kingdom, Europe, Asia, Africa, North America, South America, Australia, Antarctica * East Midland’s Airport | | | * Scotland, Wales, Northern Ireland, United Kingdom, Europe, Africa, North America, South America, Asia, Australasia, Antarctica | | * London, Cardiff, Belfast, Edinburgh, Atlantic Ocean, Pacific Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, North Pole, South Pole, Equator * Chatsworth, Derwent – Derbyshire landmarks | |
|  | ***Year 3 Geographer*** | | ***Year 4 Geographer*** | ***Year 5 Geographer*** | | ***Year 6 Geographer*** | | |
| **Progression and Assessment Criteria** | ***Locational knowledge***   * *Know, name and locate the main local counties and at least six cities in the UK. (UP)* * *Know, name and locate the world oceans and continents. (T, MM, F)* * *Know about, locate and name some of the world’s most famous volcanoes. (T)* * *Name and locate many of the world’s most famous rivers, including the Nile. (F)*   ***Place knowledge***   * *Know the geographical similarities and differences between a city in the UK and a European country. (UP)* | | ***Locational knowledge***   * *Know, name and locate at least six counties in the UK. (BBB, IW)* * *Know, name and locate the main rivers and mountains in the UK. (IW,BBB, MMS)* * *Know, name and locate at least 6 capital cities and countries in Europe, including Russia. (BBB, IW)* * *Know about, name and locate many of the world’s most famous mountainous regions. (MMS)*   ***Place knowledge***   * *Know why most cities are situated by rivers. (IW, TR)* * *Understand geographical (human and physical) similarities and differences of two mountainous regions. (MMS)* | ***Locational knowledge***   * *Know, name and locate the main regions and key land use patterns in the UK. (A)* * *Locate the Equator, Tropic of Cancer and the Tropic of Capricorn on a map. (P, A)* * *Know whether a country is located in the Southern or Northern hemisphere. (P, A)* * *Know the name of a number of countries and capital cities in the world, including Egypt. (P)*   ***Place knowledge***   * *Know the geographical similarities and differences between a place and human activity in the UK compared to one in Europe. (SM)* * *Know how weather and climate affects human activities, including where food is grown. (P, A)* | | ***Locational knowledge***   * *Know, name and locate at least six countries and cities in North and South America. (BH)* * *Locate the Artic and Antarctic Circle on a map. (FK)* * *Locate the Greenwich meridian and know how time zones work and calculate time differences around the world. (BH, FK)*   ***Place knowledge***   * *Know why some cities and rural environments are similar and dissimilar in relation to their human and physical features. (I)* * *Know the geographical similarities and differences between places / biomes across the globe. (FK, I)* | | |
| ***Human and physical geography***   * *Know why people may choose to live in or carry out activities in one place rather than another. (TT, UP)* * *Know why people are attracted to live in cities. (UP)* * *Know about and describe the key aspects of earthquakes and volcanoes. (T)* * *Know about the water cycle and the effect of weather on the environment. (F)* * *Know about the formation and course of a river. (F)*   ***Geographical skills and fieldwork***   * *Know how to use sketch maps and photographs to record and present the human and physical features in the local area. (TT, UP,F)* * *Know how to use the eight points of a compass to locate a feature or place on a map. (UP, F)* * *Know how to use an atlas and digital technologies to find places. (T, UP, F)* * *Use fieldwork to observe, measure and record a river profile. (F)* * *Collect and measure information about the weather. (F)* | | ***Human and physical geography***   * *Know about the formation of mountains. (MMS)* * *Know about climate zones, biomes and vegetation belts in mountainous regions. (MMS)*   ***Geographical skills and fieldwork***   * *Know how to use sketch maps and symbols for a key to record geographical features and places. (MMS)* * *Know how to use four figure grid references and keys to locate features and places on a map. (MMS)* * *Know how to use an atlas and digital technologies to find and investigate places. (MMS)* * *Know how to use some basic Ordnance Survey map symbols and contour lines. (MMS)* | ***Human and physical geography***   * *Know about how humans use land and affect environments linked to economic activity including trade and transport links, and the distribution of natural resources food, minerals and water. (P, A)* * *Know the geographical similarities and differences of two contrasting agricultural regions. (A)*   ***Geographical skills and fieldwork***   * *Know how to use detailed sketch maps and symbols for a key to record geographical features and places. (P, A)* * *Know how to use Ordnance Survey symbols and six-figure grid references to locate features and places on a map (AI, A).* * *Know how to use an atlas and digital technologies to find, investigate and compare places. (P, A, SM)* * *Know how to plan a journey from my town/city to another place in England. (SM)* | | ***Human and physical geography***   * *Know how natural resources are distributed and the impact this has on human activity. (FK, I)* * *Know, name, locate and study world biomes and climate zones. (FK, I)*   ***Geographical skills and fieldwork***   * *Know how to use scaled sketch maps and symbols for a key to record geographical features and places. (FK, I)* * *Know how to use lines of longitude and latitude or grid references to locate features and places. (FK)* * *Know how to use an atlas and digital technologies to find places and identify, describe and compare geographical features. (BH, FK, I)* * *Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. (FK, I)* | | |
| **Themes** | * ***Tremors (T)*** * ***Tribal Tales (TT)*** * ***Mighty Metals (MM)*** * ***Urban Pioneers (UP)*** * ***Gods and Mortals (GM)*** * ***Flow (F)*** | | * ***Burps, Bottoms and Bile (BBB)*** * ***I am Warrior (IW)*** * ***Traders and Raiders (TR)*** * ***Potions (Po)*** * ***Misty Mountain Sierra (MMS)*** * ***Playlists (Pl)*** | * ***Off with her head (OWH)*** * ***Alchemy Island (AI)*** * ***Pharaohs (Ph)*** * ***Stargazers (S)*** * ***Scream Machine (SM)*** * ***Allotment (A)*** | | * ***Darwin’s Delights (DD)*** * ***Blood Heart (BH)*** * ***Frozen Kingdom (FK)*** * ***Child’s War (CW)*** * ***Golden Age of Islam (I)*** | | |
|  | ***Year 3 Geographer*** | | ***Year 4 Geographer*** | ***Year 5 Geographer*** | | ***Year 6 Geographer*** | | |
| **Vocabulary** | * archaeologist, earthquake, epicentre, explosive eruption, fossil, geologist, igneous, lava, magma, magnitude, metamorphic, natural disaster, pyroclastic flow, Richter scale, sedimentary, seismic, seismometer, tectonic plates, tragedy, tremor, tsunami, volcanic eruption, volcano, volcanologist, geologist, * settlement, valley, lake, ocean, sea, cave, nomad, grassland, village * city, community, council, environment, industry, leisure, local, national, pedestrian, resident, sculpture, statue, street art, town, urban, vandalism, light pollution, rural, village, town, city, human feature, physical feature, county, continent, * human and physical geography, land use patterns, region * islands, tourism, climate, mountains, arid, beach, civilisation, coastline, empire, agriculture * collection, current, deposition, downstream, erosion, estuary, fertile, flood, floodplain, flow, meander, mouth, outflow, precipitation, river, riverbank, riverbed, river profile, run off, sediment, silt, source, spring, stream, upstream, v shaped valley, water course, water cycle, waterfall | | * population, north and south hemisphere, pioneer, landscape, peninsula, empire, army, import, export, trade link, natural resources, * migration, invasion, economic movement, county, nation, territory, tribe, settle, invade, coast, kingdoms * altitude, cairn, civilised, contour line, coordinate, foothill, geology, mountain, mountain range, outcrop, peak, plateau, precipitation, sea level, scree, summit, terrain, tribe, valley, vegetation zonation, water cycle, | * border, coastline, marsh land, exploration, settlement, colonise, colonies, trade, merchants, goods, stock, livestock, prosperity, dominance, * citadel, compass, contours, coordinates, grid reference, human features, key, landscape, location, mine, OS maps, * physical features, plotting, route, symbols, terrain, tors, erosion, weathering, island, x-axis, y-axis, * tributaries, estuary, delta, regions, transportation, irrigation, continent * crater, volcanic crater, universe * grid reference, region, local, locate, location, atlas, landmark, key, comparing, aerial, satellite map, human features, geographical/physical features, symbols, route * allotment, arable, climate, community, harvest, nurture, pastoral, seasonal food, agriculture, livestock, region, irrigation, cultivate, produce, farming, mixed farming, subsistence, originate, greenhouse, tropical, arid | | * climate, biomes, vegetation belts, hemisphere, southern hemisphere, northern hemisphere, latitude, longitude, * natural resources, wildlife, flora, fauna, time zone, land use, | | |
| **Famous** | * Italy, Naples, Pompeii – Pompeii landmarks * Great Britain, England, Derby, Stonehenge, France, Paris, * North Pole, South Pole, Equator, Tropic of Cancer, Tropic of Capricorn * Normanton, Derby, Derbyshire, Leicester, Leicestershire, Nottingham, Nottinghamshire – local counties and cities * Greece, Athens, Mediterranean Sea – Greek landmarks * Amazon, Mississippi, Nile, Volga, Ganges, - World rivers * Thames, Trent, Derwent, Dove, Severn, Ouse, Mersey, Tyne – British rivers | | * Europe, France, Germany, Italy, Russia, Scandinavia, * Paris, Berlin, Rome, Moscow, Turkey, Istanbul, London * Derbyshire, Nottinghamshire, Leicestershire, North Yorkshire, South Yorkshire – British counties * Pennines, Grampian, Cairngorms, Snowdon Massif, Alps, Sierra - mountains * Thames, Trent, Derwent, Severn, Ouse, Mersey, Tyne, Tiber - rivers | * Bosworth, Leicester, Lancaster, York, River Severn – Tudor landmarks * Africa, Nile, Giza, Mediterranean, - Egyptian places * Tropic of Cancer, Equator, Tropic of Capricorn, Northern Hemisphere, Southern Hemisphere * USA, Washington DC, Australia, Canberra, Russia, Moscow, France, Paris, Germany, Berlin, Egypt, Cairo, India, Delhi, Pakistan, Karachi – World countries and capital cities * Australia, Canberra, India, Delhi, Pakistan, Karachi, Japan, Tokyo – world countries and capital cities | | * North America, South America, Canada, Toronto, Alaska, Juneau, Argentina, Buenos Aires, Chile, Santiago, Mexico, Mexico City, Brazil, Brasilia * Prime/Greenwich meridian, Arctic Circle, Antarctic Circle, Greenwich Meridian * Iran, Iraq, Baghdad * Revise - names of continents, names of oceans, main lines of longitude, poles, capital cities, rivers and mountain ranges of UK, Europe, America and World countries | | |