

## **Geography - Year 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.

### **National Curriculum Objectives**

#### **Location Knowledge**

Pupils should be taught to name and locate the four countries and capital cities of the United Kingdom and its surrounding seas

#### **Place Knowledge**

Pupils should be taught to understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom.

#### **Human and Physical Geography**

Pupils should be taught to identify seasonal and daily weather patterns in the United Kingdom. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, sea, ocean, river, season and weather

Use basic geographical vocabulary to refer to: key human features, including: city, town, village, church, farm, house, and shop

#### **Geographical Skills and Field Work**

Use maps, atlases and globes to identify the United Kingdom and its countries

Use locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

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.

### **I can...**

I can name the four countries of the UK and find them on a map.

I can name the four capital cities of the UK.

I can talk about some of the characteristics of the UK e.g. wild animals

I can name the seas around the UK.

I can walk around my locality and talk about the things I like about it.

I can answer some questions about Loftus, Liverton Mines and Skinningrove using different resources, such as books, the internet and atlases.

I can tell someone my address and know when it is safe to do so.

I know the difference between human and physical features.

I can name key human features visible around Loftus, Liverton Mines and Skinningrove, e.g. church, farm, shop and house.

I can name some physical features around Loftus, Liverton Mines and Skinningrove e.g. beach, cliff, coast, sea, ocean and river.

I can describe my locality using words and pictures.

I can make a simple map of school and the surrounding areas.

I can give directions around school using near and far and left and right.

I can explain how the weather changes with each season.

I can name the four seasons.

I can record a daily weather chart.

### **Suggested topics- Where I live**

## **Geography - Year 2**

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.

### **National Curriculum Objectives**

#### **Location Knowledge**

Name and locate the world's seven continents and five oceans

#### **Place Knowledge**

Pupils should be taught to 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**

Pupils should be taught to find 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

Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

#### **Geographical Skills and Field Work**

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) 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.

### **I can...**

I can name the seven continents and five oceans.

I can find the seven continents and 5 oceans on a map and globe.

I can find Saltburn and Nairobi on a world map and know where they are in relation to each other.

I can describe five differences between Saltburn and Nairobi e.g. buildings, different jobs that people do, how people travel.

I can list four differences between hot and cold countries.

I know where the equator is and can locate it on a globe.

I know where the north and south poles are.

I can use my knowledge to talk about hot and cold areas of the world.

I can recognise human and physical features on an aerial photograph.

I can use a range of geographical terms to talk about the physical and human features of Saltburn and Nairobi.

I can use N,S,E and W to describe a route.

I can construct a simple map of school or its surrounding area with a basic key.

I can find where I live on a map of the UK.

I can find out about a locality using different sources of evidence.

### **Suggested topic - Saltburn and Nairobi comparison**

## **Geography - Year 3**

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 knowledge, understanding and skills to enhance their locational and place knowledge.

### **National Curriculum Objectives**

#### **Location Knowledge**

Name and locate 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

#### **Place Knowledge**

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

#### **Human and Physical Geography**

Describe and understand key aspects of physical geography, including rivers, mountains and volcanoes.

Describe and understand key aspects of human geography, including types of settlement and land use

#### **Geographical Skills and Field Work**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass and four 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

### **I can...**

I can use maps and atlases appropriately by using contents and indexes.

I can locate London on a map.

I can locate Edinburgh, Cardiff and Belfast on a map.

I can locate North Yorkshire and Andalucia on a map and understand where they are in relation to each other.

I can name 3 towns or cities in each area.

I can talk about the differences between the two areas e.g. weather using geographical words.

I can explain the importance of rivers and mountains in each area.

I can confidently describe human features in a locality.

I can explain where a river starts and to where it flows.

I can explain how a mountain is formed and how a volcano differs from a mountain.

I can explain how a volcano is formed and sometimes erupts.

I can explain the impact volcanoes have on peoples lives.

I can begin to use 4 figure grid references.

I can work out where NSEW are on a map.

I can orientate a map so that North is at the top.

I can use some basic OS map symbols.

**Suggested topic** - North Yorkshire and Andalucia comparison.

## **Geography - Year 4**

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 knowledge, understanding and skills to enhance their locational and place knowledge.

### **National Curriculum Objectives**

#### **Location Knowledge**

Name and locate counties 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

#### **Place Knowledge**

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.

#### **Human and Physical Geography**

Describe and understand key aspects of: physical geography, including: earthquakes, and the water cycle

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

#### **Geographical Skills and Field Work**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use the eight points of a compass (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.

### **I can...**

I can place 6 major UK cities on a map and understand where they are in relation to Loftus.

I can name 4 UK rivers and explain why they are important to the nearby towns.

I can read an OS map of Loftus and understand the main features that are represented on the map

I can carry out fieldwork to observe and present the main human and physical features around Loftus.

I can create a map of Loftus using my own key to represent the main features found.

I can locate Cornwall and the Norwegian Fjords on a map and understand where they are in relation to each other.

I can use the eight points of a compass to describe the position of these regions in relation to each other.

I can explain how each region was important for trade links and how they have changed over time.

I can describe some similarities and differences of these regions using geographical and topographical features.

I can name 3 towns or cities in each area.

I can explain how earthquakes happen.

I know where in the world earthquakes are most common.

I can draw a diagram to explain, to others, how the water cycle works.

I can explain why water is such a valuable commodity.

I know the importance of rivers for settlements.

### **Suggested topic - Cornwall and Norwegian Fjords**

## **Geography - Year 5**

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 knowledge, understanding and skills to enhance their locational and place knowledge.

### **National Curriculum Objectives**

#### **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

#### **Place Knowledge**

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America

#### **Human and Physical Geography**

Describe and understand key aspects of: physical geography, including: biomes and vegetation belts.

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

#### **Geographical Skills and Field Work**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Use 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

### **I can...**

I can use atlases and digital mapping to locate and name some of the main countries in North and South America, Europe and Russia.

I can name and locate some of the world's major rivers on maps.

I can name and locate some of the world's most famous mountain regions on maps.

I can locate Durham and Quebec on a map and a globe.

I can collect information about these places, including surrounding natural resources and use it in a report.

I can choose the best way to collect and record information needed making sensible choices.

I can plan a journey to these two places, taking account of distance.

I can find answers to my own geographical questions relating to the physical and human features of these areas.

I can explain what is meant by biomes and vegetation belts.

I can name the main biomes.

I understand the climate that different biomes need and where they are in the world.

I can begin to use 6 figure grid references to locate areas on a map.

I can recognise some symbols and keys on a OS map.

I can use maps, aerial photos, plans and web resources to describe what a locality might be like.

### **Suggested topic - Durham and Quebec**

## **Geography - Year 6**

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 knowledge, understanding and skills to enhance their locational and place knowledge.

### **National Curriculum Objectives**

#### **Location Knowledge**

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. 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

#### **Geographical Skills and Field Work**

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

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.

Apply the work of Maps and Grid Reference to the above.

### **I can...**

I can locate the equator and the tropics of Cancer and Capricorn on a globe.

I can place the equator and the tropics of Cancer and Capricorn on a world map.

I can explain the differences between the Northern and Southern Hemispheres.

I can understand why times are different in different places in the world.

I can explain how the time zones work including the Greenwich Meridian

I know where the arctic and the antarctic circles are.

I can explain the similarities and differences between the Arctic and the Antarctic.

I can give a detailed description of the human features of the Scottish Highlands and compare them with those of Chile.

I can describe the similarities and differences between Chile and the Scottish highlands in relation to their physical features.

I can explain land use in these two places.

I know the difference in time zones between the two places.

I can explain scale and use maps with a range of scales.

I can use OS maps and 6 figure grid references to answer questions.

I can recognise key symbols used on OS maps.

### **Suggested topic - Chile and the Scottish Highlands**