

Geography

National Curriculum

Key stage 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.

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.

Key stage 2

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.

Pupils should be taught to:

Locational 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
- 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

Geography – key stages 1 and 2 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.

Our School Aims

- An excellent knowledge of where places are and what they are like.
- An excellent understanding of the ways in which places are interdependent and interconnected and how much human and physical environments are interrelated.
- An extensive base of geographical knowledge and vocabulary.
- Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
- The ability to reach clear conclusions and develop a reasoned argument to explain findings.
- Significant levels of originality, imagination or creativity as shown in interpretations and representations of the subject matter.
- Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
- A passion for and commitment to the subject, and a real sense of curiosity to find out about the world and the people who live there.
- The ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

Opportunities

Key Stage 1	Key Stage 2
<ul style="list-style-type: none"> • Investigate the world's continents and oceans. • Investigate the countries and capitals of the United Kingdom. • Compare and contrast a small area of the United Kingdom with that of a non-European country. • Explore weather and climate in the United Kingdom and around the world. • Use basic geographical vocabulary to refer to and describe key physical and human features of locations. • Use world maps, atlases and globes. • Use simple compass directions. • Use aerial photographs. • Use fieldwork and observational skills. 	<ul style="list-style-type: none"> • Locate the world's countries, with a focus on Europe and countries of particular interest to pupils. • Locate the world's countries, with focus on North and South America and countries of particular interest to pupils. • Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time. • Locate the geographic zones of the world. • Understand the significance of the geographic zones of the world. • Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1). • Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country. • Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America. • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle • human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world. • Use a wide range of geographical sources in order to investigate places and patterns. • Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

Geography Curriculum Objectives

Key Stage 1

Year	Achievement	Knowledge and Independent Application			
		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
1	Emerging	<ul style="list-style-type: none"> • Talk about similarities and differences in relation to places they have visited. • Name the places they have visited and holiday locations they have been to. 	<ul style="list-style-type: none"> • Talk about the features of their own immediate environment and how environments might vary from one another. 	<ul style="list-style-type: none"> • Talk about the seasons and weather patterns as they occur. • Explore and describe similarities and differences between hot and cold areas of the world. 	<ul style="list-style-type: none"> • Use simple maps to find and talk about features of the school/local environment. • Create own maps of their journey to school highlighting key features such as buildings, trees, rivers or roads.
	Expected	<ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> • Begin to understand geographical features through studying the human and physical geography of Norton 	<ul style="list-style-type: none"> • Can describe 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 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries • Use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.
	Exceeding	<ul style="list-style-type: none"> • Name, locate and identify without prompting characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> • Understand geographical features through studying the human and physical geography of Norton 	<ul style="list-style-type: none"> • Have a secure understanding of 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 	<ul style="list-style-type: none"> • Use world maps, atlases and globes independently to identify the United Kingdom and its countries • Use fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment
2	Emerging	Name, locate and identify without prompting characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Understand geographical features through studying the human and physical geography of Norton	Have a secure understanding of 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	<ul style="list-style-type: none"> • Use world maps, atlases and globes independently to identify the United Kingdom and its countries Use fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment
	Expected	<ul style="list-style-type: none"> • Name and locate the world's seven oceans and five continents 	<ul style="list-style-type: none"> • 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- 	<ul style="list-style-type: none"> • 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, 	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans of Europe • 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

			European country	village, factory, farm, house, office, port, harbour and shop	routes on a map <ul style="list-style-type: none"> 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
	Exceeding	<ul style="list-style-type: none"> Name and locate the world's seven oceans and five continents without prompting 	<ul style="list-style-type: none"> Understand and explain 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 	<ul style="list-style-type: none"> Use 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 	<ul style="list-style-type: none"> Use world maps, atlases and globes to independently identify the United Kingdom and its countries, as well as the countries, continents and oceans of Europe Use 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 map; and use and construct symbols in a key

Lower Key Stage 2

Year	Achievement	Knowledge and Independent Application			
		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
3	Emerging	<ul style="list-style-type: none"> With support name and locate counties, cities and geographical regions of the United Kingdom. 	<ul style="list-style-type: none"> Understand the geographical similarities and differences of the locality of the school and how it has changed over time 	<ul style="list-style-type: none"> Use 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, 	<ul style="list-style-type: none"> With support use fieldwork to observe and record the human and physical features in the local area by sketch maps and digital technologies.

				town, village, factory, farm, house, office, port, harbour and shop	
	Expected	<ul style="list-style-type: none"> Name and locate counties, cities and geographical regions of the United Kingdom. Identify human and physical characteristics of areas, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> Describe how the locality of the school has changed over time. Explain own views about locations, giving reasons. 	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location. 	<ul style="list-style-type: none"> Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
	Exceeding	<ul style="list-style-type: none"> Name and locate counties, cities and geographical regions of the United Kingdom without prompting. Identify on a map human and physical characteristics of areas, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> Describe and explain how the locality of the school has changed over time. Explain in detail own views about locations, giving reasons. 	<ul style="list-style-type: none"> Ask, answer and explore geographical questions about the physical and human characteristics of a location. 	<ul style="list-style-type: none"> Use fieldwork to observe and record the human and physical features in the local area choosing appropriate methods including sketch maps, plans and graphs and digital technologies.
4	Emerging	<p>With support:</p> <ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. 	<ul style="list-style-type: none"> Express own views about locations. Describe some geographical similarities and differences between countries. 	<ul style="list-style-type: none"> Identify the key physical and human features of a location. With support describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. 	<ul style="list-style-type: none"> With support, use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. Begin to use the four points of a compass, two-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
	Expected	<ul style="list-style-type: none"> Name and locate the countries of Europe and identify their main physical and human characteristics. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and 	<ul style="list-style-type: none"> Explain own views about locations, giving reasons. Describe geographical similarities and differences between countries. 	<ul style="list-style-type: none"> Use a range of resources to identify the key physical and human features of a location. Describe key aspects of: <ul style="list-style-type: none"> physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/ computer mapping to locate countries and describe features. Begin to use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the

		Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.		settlements and land use.	United Kingdom and the wider world.
	Exceeding	<ul style="list-style-type: none"> Independently name and locate the countries of Europe and identify their main physical and human characteristics. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones without prompting. Describe the characteristics of these geographical areas. 	<ul style="list-style-type: none"> Explain own views about locations, giving detailed reasons backed up with facts researched. Describe in detail geographical similarities and differences between countries backed up by researched facts. 	<ul style="list-style-type: none"> Begin to understand some of the reasons for geographical similarities and differences between countries. Describe in detail key aspects of: <ul style="list-style-type: none"> physical geography, including: mountains, volcanoes and earthquakes. human geography, including: settlements and land use. 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/ computer mapping independently to locate countries and describe features. <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>

Upper Key Stage 2

Year	Achievement	Knowledge and Independent Application			
		Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
5	Emerging	<ul style="list-style-type: none"> With support name and locate the countries of North and South America and identify their main physical and human characteristics. 	With support: <ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use geographical resources to give descriptions and opinions of the characteristic features of a location. 	With support: <ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries. Describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, mountains, volcanoes and earthquakes. human geography, including: settlements, land use, and the distribution of natural resources including energy, food and minerals Describe the water cycle 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/ computer mapping independently to locate countries and describe features. <p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p>
	Expected	<ul style="list-style-type: none"> Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations. Use a range of geographical 	<ul style="list-style-type: none"> Understand some of the reasons for geographical similarities and differences between countries. Describe and understand key aspects of: 	<ul style="list-style-type: none"> Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate

			resources to give detailed descriptions and opinions of the characteristic features of a location.	<ul style="list-style-type: none"> • physical geography, including: climate zones, mountains, volcanoes and earthquakes. • human geography, including: settlements, land use, and the distribution of natural resources including energy, food and minerals • Describe the water cycle 	<p>knowledge of the United Kingdom and the wider world.</p> <ul style="list-style-type: none"> • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
	Exceeding	<ul style="list-style-type: none"> • Name and locate the countries of North and South America and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Collect, analyse and evaluate statistics and other information in order to draw clear conclusions about locations. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Describe how locations around the world are changing and explain some of the reasons for change. • Understand the water cycle 	<ul style="list-style-type: none"> • Use the sixteen points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Compare and contrast the usefulness of different mapping techniques
6	Emerging	<ul style="list-style-type: none"> • With support name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some aspects have changed over time. • Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 	<ul style="list-style-type: none"> • Collect statistics and other information in order to draw clear conclusions about locations. • Use a range of geographical resources to give detailed descriptions of the characteristic features of a location. 	<ul style="list-style-type: none"> • Identify how the physical features affect the human activity within a location. • Describe how locations around the world are changing. • With support describe geographical diversity across the world. • With support describe how countries and geographical regions are interconnected and interdependent. • Describe key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle. • human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy and water supplies. 	<ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. With support, record the results. • Give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map or GIS (Geographical Information Systems)/ SAT Nav). • With support create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
	Expected	<ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some aspects have changed over time. • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location. • Describe how locations around the world are changing and explain some of the reasons. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. • Describe and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle. 	<ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map or GIS (Geographical Information Systems)/ SAT Nav). • Create maps of locations identifying

		Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).		<ul style="list-style-type: none"> • human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy and water supplies. 	patterns (such as: land use, climate zones, population densities, height of land).
Exceeding	<ul style="list-style-type: none"> • Name and locate some of the countries and cities of the world independently and explain their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some aspects have changed over time. • Identify and explain the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). 	<ul style="list-style-type: none"> • Collect, analyse and evaluate statistics and other information in order to draw clear conclusions about locations. • Choose an appropriate range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. 	<ul style="list-style-type: none"> • Identify and explain how the physical features affect the human activity within a location. • Explain how locations around the world are changing and give a detailed understanding of the reasons. • Describe in detail geographical diversity across the world. • Show an in-depth understanding of how countries and geographical regions are interconnected and interdependent. • Describe in detail and understand key aspects of: <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, and the water cycle. • human geography, including: land use, economic activity including trade links, and the distribution of natural resources including energy and water supplies. 	<ul style="list-style-type: none"> • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record and present the results in a range of ways. • Analyse and evaluate and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map or GIS (Geographical Information Systems)/ SAT Nav). • Create detailed maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). 	

Phase Outcomes

	End of KS1	End of Lower KS2	End of Upper KS2
To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
To investigate patterns	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school. 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of the school has changed over time. 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and explain some of the reasons for change. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
To communicate geographically	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes

	<p>beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <ul style="list-style-type: none"> • key human features, including: city, town, village, factory, farm, house, office and shop. • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 	<p>earthquakes and the water cycle.</p> <ul style="list-style-type: none"> • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>and the water cycle.</p> <ul style="list-style-type: none"> • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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P-Scales

<p>P4</p> <ul style="list-style-type: none"> • Extend skills to enable exploration of the world. • Handle artefacts and materials that are given. • Know that certain actions produce predictable results. • Know familiar places and people and what they are there for. • Use gestures, signs, symbols or single words to communicate knowledge. 	<p>P5</p> <ul style="list-style-type: none"> • Consolidate a sense of place and direction. • Show awareness (through gestures, signs, symbols or words) of significant differences between specific physical/natural and human/made features of places. • Answer simple questions about places and people. • Start to sort and classify objects in terms of simple features or properties. 	<p>P6</p> <ul style="list-style-type: none"> • Understand the differences between the physical/natural and human/made features of places. • Use pictures or symbols to show familiar places and what they are for. • Answer simple questions about places and people. 	<p>P7</p> <ul style="list-style-type: none"> • Communicate preferences about the physical/natural and human/made features of places. • Begin to use symbols to represent direction and represent and record key features of a place using models or symbols. • Show awareness of caring for the immediate environment. 	<p>P8</p> <ul style="list-style-type: none"> • Recognise the physical/natural and human/made features of places. • Use simple geographical language to communicate ideas about various locations, functions and roles. • Use resources that are given along with own observations to respond to simple questions about places and people. • Recognise simple symbols or representations on maps and plans. • Show some understanding of environmental awareness and how it relates to everyday life. • Express views on features of the environment found attractive or unattractive. 	<p>Early Years</p> <ul style="list-style-type: none"> • Talk about features of the immediate environment and how environments may differ from one another. • Know about similarities in relation to places, objects, materials and living things. • Make observations about animals and plants and explain why some things occur. • Talk about changes in environments.
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Challenge – KS3

<p>Geography opportunities</p> <ul style="list-style-type: none">• Extend locational knowledge and deepen spatial awareness of the world's countries using maps of the world to focus on Africa, South and East Asia (including China and India), the Middle East and Russia, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities.	<p>Investigating places</p> <ul style="list-style-type: none">• Interpret Ordnance Survey maps in the classroom and the field, including using six-figure coordinates and scale, topographical and other thematic mapping and aerial and satellite photographs.• Use Geographical Information Systems (GIS) to view, analyse and interpret places and data.• Use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.• Analyse and interpret different data sources.	<p>Investigating patterns and processes</p> <ul style="list-style-type: none">• Understand geographical similarities and differences through the study of human and physical geography of a region or area within Africa.• Understand the physical geography relating to: glaciation, plate tectonics, rocks, soils, weathering, geological timescales, weather and climate, rivers and coasts.• Understand human geography relating to: population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation, and the use of natural resources.• Understand how human and physical processes interact to have an impact on the form of distinctive landscapes.	<p>Communicating geographically</p> <ul style="list-style-type: none">• Communicate knowledge of complex geographical systems.
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