

Guston church of england primary school

**Objectives By Year group**

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| **SUBJECT: Geography** |

**Purpose of study**

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

**Aims**

The national curriculum for geography aims to ensure that all pupils:

* develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
* understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
* are competent in the geographical skills needed to:
* collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
* interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
* communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

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|  | **Skills** | **Knowledge** |
| **EYFS** | Talks about the features of his/her own immediate environment and how environments might vary from one another | Knows about similarities and differences in relation to places, objects, materials and living things  Talks about the features of his/her own immediate environment and how environments might vary from one another |
| **YEAR 1** | I can ask simple geographical questions. (Geographical skills and fieldwork)  I can use simple observational skills to study the geography of the school and its grounds. (Geographical skills and fieldwork)  I can use simple maps of the local area. (Geographical skills and fieldwork)  I can use words such as near and far, left and right to talk about where things are. (Geographical skills and fieldwork)  I can make simple maps and plans. (Geographical skills and fieldwork)  I can describe seasonal weather changes. (Human and physical geography) | I can understand how some places are linked to other places e.g. roads, trains. (Locational knowledge)  I can name, describe and compare places I know. (Place knowledge)  I can link home with other places in my area. (Place knowledge)  I can show I know about changes that are happening in the local environment e.g. at school. (Place knowledge)  I can suggest ideas for improving the school environment. (Place knowledge) |
| **YEAR 2** | I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. (Geographical skills and fieldwork)  I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map. (Geographical skills and fieldwork)  I can 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. (Geographical skills and fieldwork)  I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. (Geographical skills and fieldwork)  I can 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. (Human and physical geography)  I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. (Human and physical geography)  I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Human and physical geography) | I can name and place the world's seven continents and five oceans. (Locational knowledge)  I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom. (Locational knowledge)  I can name, locate and identify characteristics of the seas surrounding the United Kingdom. (Locational knowledge)  I can 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. (Place knowledge) |
| **YEAR 3** | I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?. (Geographical skills and fieldwork)  I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures. (Geographical skills and fieldwork)  I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why. (Geographical skills and fieldwork)  I can communicate findings in appropriate ways. (Geographical skills and fieldwork)  I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle. (Geographical skills and fieldwork)  I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. (Geographical skills and fieldwork)  I can make more detailed fieldwork sketches/diagrams. (Geographical skills and fieldwork)  I can use fieldwork instruments e.g. camera, rain gauge. (Geographical skills and fieldwork)  I can to use and interpret maps, globes, atlases and digital mapping to find countries and key features. (Geographical skills and fieldwork)  I can use four figure grid references. (Geographical skills and fieldwork)  I can use the 8 points of a compass. (Geographical skills and fieldwork)  I can make plans and maps using symbols and keys. (Geographical skills and fieldwork)  I can show I know the physical and human features of my locality. (Human and physical geography)  I can explain about weather conditions / patterns around the UK and parts of Europe. (Human and physical geography) | I can point to where counties are within the UK and their key topographical features. (Locational knowledge)  I can name and locate the cities of the UK. (Locational knowledge)  I can understand why there are similarities and differences between places. (Place knowledge)  I can show some sense of how places relate each other. (Place knowledge) |
| **YEAR 4** | I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes. (Geographical skills and fieldwork)  I can measure straight line distances using the right scale. (Geographical skills and fieldwork)  I can explore features on OS maps using 6 figure grid references. (Geographical skills and fieldwork)  I can draw accurate maps with more complex keys. (Geographical skills and fieldwork)  I can plan the steps for an enquiry. (Geographical skills and fieldwork)  I can describe human features of UK regions, cities and /or counties. (Human and physical geography)  I can understand the effect of landscape features on the development of a locality. (Human and physical geography)  I can describe how people have been affected by changes in the environment. (Human and physical geography)  I can explain about key natural resources e.g. water in the locality. (Human and physical geography)  I can explore weather patterns around parts of the world. (Human and physical geography) | I can recognise the different shapes of continents. (Locational knowledge)  I can show I know features nearby and beyond the UK. (Locational knowledge)  I can show where countries are within Europe, including Russia. (Locational knowledge)  I can recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)  I can explain how the locality is set within a wider geographical context. (Locational knowledge)  I can show I know about the wider context of places - region, country. (Place knowledge)  I can understand why there are similarities and differences between places. (Place knowledge) |
| **YEAR 5** | I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork)  I can understand about weather patterns around the World and relate these to climate zones. (Human and physical geography)  I can explain how rivers erode, transport and deposit materials. (Human and physical geography)  I can explain about the physical features of coasts and begin understand erosion and deposition. (Human and physical geography)  I can understand how humans affect the environment. (Human and physical geography)  I can explain about changes the to the World environment. (Human and physical geography)  I can understand why people seek to manage and sustain their environment. (Human and physical geography) | I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night. (Locational knowledge)  I can recognise the different shapes of countries. (Locational knowledge)  I can identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)  I can show I know about the wider context of placese.g. county, region and country. (Locational knowledge)  I can describe where a variety of places are in relation to physical and human features. (Locational knowledge)  I can show I know the location of: capital cities of countries of British Isles and U.K., seas around U.K., European Union countries with high populations and large areas, and the largest cities in each continent. (Locational knowledge)  I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences. (Place knowledge) |
| **YEAR 6** | I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. (Geographical skills and fieldwork)  I can 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 my knowledge of the United Kingdom and the wider world. (Geographical skills and fieldwork)  I can 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. (Geographical skills and fieldwork)  I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links. (Geographical skills and fieldwork)  I can use maps, charts etc. to support decision making about the location of places e.g. new bypass. (Geographical skills and fieldwork)  I can 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 and physical geography)  I can 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. (Human and physical geography) | I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. (Locational knowledge)  I can 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. (Locational knowledge)  I can 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). (Locational knowledge)  I can 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). (Locational knowledge)  I can 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. (Place knowledge)  I can 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. (Place knowledge) |

**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

**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.