GEOGRAPHY

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.

KS1 Pupils should be taught:

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.

KS2 Pupils should be taught:

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.

Intent

Our aim in geography is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. We want to 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. Children's 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 are shaped, interconnected and change over time. We provide field work experiences for children to deepen their understanding of geographical processes and give them opportunities to gather and interpret data, and work like a geographer.

Implementation

To ensure high standards of teaching and learning in Geography, we implement a curriculum that is progressive throughout the whole school. Geography is generally taught as the lead focus for a termly topic, focusing on knowledge and skills stated in the National Curriculum. Pupils are encouraged to apply their geographical skills in all areas of the curriculum, seeing themselves as a part of a progressively wider, interconnected and more complex world, both physical and human. Teachers plan lessons for their class using our progression of knowledge and skills documents. The progression document ensures the curriculum is covered and the skills/knowledge taught is progressive from year group to year group.

Impact

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. If children are keeping up with the curriculum, they are deemed to be making good or better progress. At Anderton we measure the impact through regular assessment opportunities, discussions with the children and through evidencing the skills and knowledge within the children's written learning.

Key Concepts (Curriculum Overview)

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Where do I live? Where is the United Kingdom? Where is Lancashire? – Use Maps and Globes.	The world and my school	Weather and climate	Local Land Use		Field Work – Biomes	Local Area- Trade
Spring		Our school and local park	Mexico	UK (including settlements, land use & mountains)	Europe (including Volcanoes)	Brazil	America (including earthquakes & trade)
Summer							

Skills and Knowledge Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Enquiry	Explore the natural world around them.	Teacher led enquiries, to ask and respond to	Children encouraged to ask simple geographical	Begin to ask/initiate geographical questions.	Ask and respond to questions and offer their own ideas.	Begin to suggest questions for investigating.	Suggest questions for investigating.

	Understand the effect of changing seasons on the natural world around them.	simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings. Make observations about where things are e.g. within school or local area.	questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings. Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale. Begin to collect and record evidence. Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/ pictures, temperatures in different locations.	Extend to satellite images, aerial photographs. Investigate places and themes at more than one scale. Collect and record evidence with some aid. Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps.	Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life	Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places. Collect and record evidence unaided. Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it.
Direction & Location	• Follow directions (Up, down, left/right, forwards/backwards, near and far)	Follow directions (NSEW)	Use 4 compass points to follow/give directions. Use letter/no. co-ordinates to locate features on a map.	Use 4 compass points well. Begin to use 8 compass points. Use letter/no. co-ordinates to locate features on a map confidently. Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points. To use 4 figure coordinates to locate features on a map. Begin to use 6 figure grid refs.	Use 8 compass points confidently and accurately. Use 4 figure co-ordinates confidently to locate features on a map. To use 6 figure grid refs; use latitude and longitude on atlas maps.	Follow directions (Up, down, left/right, forwards/backwards, near and far).
Drawing Maps	Draw information from a simple map.	Draw picture maps or simple map.	Draw a simple map of a real place within the school and local area. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order. Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order. Make a simple scale drawing	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.

Representation		Use own symbols on simple map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map.	Draw a sketch map using symbols and a key. Use/recognise OS map symbols	Use/recognise OS map symbols. Use atlas symbols.
Using Maps		Use a simple picture map to move around the school; recognise that it is about a place.	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of the UK & British Isles. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find Europe or European countries on a globe) Follow a route on a large-scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find UK, OS map to find local village.). Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Scale & Distance		Use relative vocabulary (e.g. bigger/smaller, like/dislike)	Begin to spatially match places (e.g. recognise UK on a small scale and larger scale map)	Begin to match boundaries (E.g. find same boundary of a country on different scale maps.)	Begin to match boundaries (E.g. find same boundary of a county on different scale maps.)	Measure straight line distance on a plan. Find/recognise places on maps of different scales. (E.g. Amazon River.)	Use a scale to measure distances. Draw/use maps and plans at a range of scales.
Perspective		Draw around objects to make a plan	Look down on objects to make a plan view map.	Begin to draw a sketch map from a high view point.	Draw a sketch map from a high view point.	Draw a plan view map with some accuracy.	Draw a plan view map accurately.
Map Knowledge		Learn and locate the four countries of the UK and the surrounding local area.	Locate and name on UK map major features e.g. London, River Thames, home location, seas. Four main countries and capital cities of the UK. Name and locate the world seven continents and five oceans.	To identify the position and significance of the equator, northern and southern hemisphere, latitude and longitude	To identify the position and significance of the equator, northern and southern hemisphere, latitude and longitude. Identify the tropics of cancer and Capricorn, Arctic and Antarctic circle.	Identify the position and significance of the prime Meridian and Time zones.	To identify and use all map knowledge skills.
Style of Map		Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps.	Use large scale OS maps. Begin to use map sites on internet.	Use large and medium scale OS maps. Use junior atlases.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas.

			Use an infant atlas	Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use map sites on internet. Identify features on aerial/oblique photographs.		Recognise world map as a flattened globe
Human & Physical Features	Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.	To identify seasonal and daily weather patterns in the UK. To use basic geographical vocabulary to refer to human and physical features of the UK.	To identify the seasonal and daily weather patterns in hot and cold areas of the world in relation to the Equator, North and South poles. To use basic geographical vocabulary to refer to human and physical features of a non-European Country.	To describe and understand the types of settlement and land use. To describe the human and physical geography of the United Kingdom.	To describe and understand key aspects of the physical geography of volcanoes Explore and understand the human and physical geography of Europe/European Country.	To identify and describe climate zones, biomes and vegetation belts. A country in South America. To understand the key aspects of rivers, mountains and the water cycle. Explore and understand the human and physical geography of the United Kingdom.	To describe and understand the human geography of economic activity, trade links and the distribution of natural resources including energy, food, minerals and water. To describe and understand key aspects of the physical geography of earthquakes. Explore and understand the human and physical geography of America.
Vocabulary							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geography Skills and Fieldwork	Map, labels, globe, visit,	Building, junction, narrow, wide, long, short, atlas, journey, travel, directions, up, down, forward, backward, near, far, left, right, symbols, permanent, features, tally, collect, bigger, smaller	Location, route, aerial view, landscape, environment, North, South, East, West, compass, world map, evidence, metres, findings, graph, chart, conclusion, key, route	Two-figure grid reference, fieldwork, sketch map, plan, observe, measure, record, coordinates, Ordnance Survey, contours, environment	Four-figure grid reference, data collection, digital mapping, 8 compass points, South East, South West, North East, North West,	Six-figure grid reference, annotations, relative	Geographical questions
Locational and Place Knowledge	England country/-es similarity difference	United Kingdom, England, Scotland, Wales, Northern Ireland Island North Sea, Irish Sea, English Channel city/-es,	London, Belfast, Cardiff, Edinburgh, capital city/- ies, emblem Europe, Africa, Asia, Australasia, North America, South	Northern Hemisphere, Southern Hemisphere, Ireland, Germany, France, Spain, Italy, Ukraine, Poland, Greece, Russia, county, Kent, East Sussex,	Meridian, Tropics, tropic of Cancer, tropic of Capricorn, Artic, Antarctic Circle, longitude, latitude, biomes, time zones, climate zone,	Earthquake zones, environmental regions, desert regions, temperate regions,	onshore/offshore drift, beach, tides, USA, environmental regions, flora, fauna,

		continent, world, flag, Union Jack	America, Antarctica. Rainforest, equator, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean	Local rivers: River Medway, River Arun, Main UK rivers: River Severn, River Thames, River Trent, River Wye, Great River Ouse	vegetation belt, topographical, land use, patterns, Great Britain, British Isles, locate, Pompeii, Italy, Mediterranean Sea, border, volcanoe/-es		
Human and physical geography	Town, land, sea, lake, weather,	Human feature, physical feature, city, village, factory, farm, house, flat, shop, ocean, beach, coast, forest, mountain, river, address, church, hill, field, woodland, season, weather patterns, cloudy, raining, cool, warm, heatwave	cliff, soil, valley, cave, vegetation, desert, port, coast, mountain range, river, desert, hotel, canal, centre, airport, harbour, office, port, local area, countryside,	settlement, tectonic plate, summit, ridge, slope, face, valley, plateau,	Geographical location, land use, legacy, impact, tourism, distribution, natural resources, lava, magma, erupt, tectonic plate, crust, mantle, outer core, inner core	stream, source (to sea), meander, tributary, channel, dam, deposit/- tion, discharge, erosion, mouth, tidal bore, course, oxbow lake, reservoir, undercutting, water cycle, water vapour, precipitation, evaporation, condensation, trade	criteria, population data, aspects, energy, renewable, non renewable, turbine, import, conserve, solar, Economy, trade, economic/- al, fair trade, globalisation, global supply chain, multinational Weathering, acidic, slumping, sliding, hydraulic power, attrition, abrasion, longshore drift, headland, bay, wavecut platform, arches, stacks, stumps, dunes, spit, bar,