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|  | Location knowledge | Place knowledge | Human and physical geography | Geographical skills and fieldwork |
| KS1Owl Class and Kingfisher ClassOur School and immediate locality | Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. | 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 a small area of the United Kingdom. | Pupils should be taught to 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.Pupils should be taught to use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. | Pupils should be taught to 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.Pupils should be taught to use world maps, atlases and globes to identify the United Kingdom and its countries studied at this key stage.Pupils should be taught to 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.Pupils should be taught to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise simple maps; and use and construct basic symbols in a key. |
| Year 3 / 4UK regionsStonehenge | Locate main counties and major cities of the United Kingdom and their identifying human and physical features. Name and locate the key physical and topographical features of the UK (mountains, rivers, hills and coasts)Linking with History, locate and describe local land-use patterns and understand how some of this has changed over time. Pupils should be taught to locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America.Identify the position and significance of latitude, adding the Arctic and Antarctic Circle. | Understand geographical similarities and differences through the study of a region of the UK with a region in Europe  | Describe and understand key aspects of: Physical geography- including rivers, mountains and volcanoes. Human geography- including: types of settlement in modern Britain: villages, towns and cities and land use. | Pupils should be taught to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.Pupils should be taught to 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 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 stageUse 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. |
| Year 5 / 6North America or South AmericaRomans | Pupils should be taught to locate the world’s countries, using maps- 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 of the UK, geographical regions and their identifying human and physical characteristics and key topographical features (including hills, mountains, coasts and rivers). Linking with History, locate and describe UK land-use patterns and understand how some of this has changed over timePupils should be taught to describe and understand key aspects of physical geography, including; climate zones; biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.Pupils should be taught to 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). | 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. | Describe and understand key aspects of: Physical geography: coasts. Human geography: economic activity including trade links in the Pre-Roman and Roman era and the distribution of natural resources including energy, food, minerals and water (focus on food).(Deeper thinking…Describe and understand key aspects of: Physical geography: earthquakes and natural hazards outside of Europe. Human geography: types of settlements in Early Britain. Economic activity – including trade links and the distribution of natural resources including energy, food, minerals and water. With a focus on sustainability.) | 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 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. |