

Geography



Level Expected at the End of EYFS

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

National Curriculum			EYFS
Understanding the World (The World)	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.	Substantive Knowledge	<ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. • Explore the natural world around them. • Describe what they see, hear and feel whilst outside. • Understand the effect of changing seasons on the natural world around them.
		Disciplinary Knowledge	<ul style="list-style-type: none"> • Understand that maps and the globe are used to locate key places around the world. • Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth <p>Begin to use globes, maps, atlases and Google Earth</p>

KS1 long Term Plan Coverage (Two Year Cycle)

Locational Knowledge

Pupils should be taught to:

- a. Name and locate the world's seven continents and five oceans.
- b. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- c. Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.

Place Knowledge

Pupils should be taught to:

- a. Compare the UK with a contrasting country in the world.
- b. Compare a local city/town in the UK with a contrasting city/town in a different country.
- c. Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.

Human and Physical Geography

Pupils should be taught to:

- a. 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
- b. 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.
- c. 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 Fieldwork

Pupils should be taught to:

- a. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.
- b. Use simple compass directions and locational and directional language to describe the location of features and routes on a map
- c. Devise a simple map; and use and construct basic symbols in a key.
- d. Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.
- e. Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

LKS2 - Long Term Plan Coverage (Two Year Cycle)

Locational Knowledge

Pupils should be taught to:

- a. Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics, and major cities.
- b. Name and locate some counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, coasts and rivers, and how a place has changed.
- c. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.
- d. Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.

Place Knowledge

Pupils should be taught to:

- a. Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of a European country.
- b. Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region of a European country.
- c. Use key vocabulary to demonstrate knowledge and understanding in this strand: Leeds city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.

Human and Physical Geography

Pupils should be taught to:

- a. Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle.
- b. Describe and understand key aspects of human geography, including: types of settlement and land use.
- c. Describe and understand key aspects of human and physical geography, including the distribution of energy, food, minerals and water.
- d. Use key vocabulary to demonstrate knowledge and understanding in this strand: meander, estuary, tributary, evaporation, water cycle, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

Geographical Skills and Fieldwork

Pupils should be taught to:

- a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- b. Use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world
- c. Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.
- d. Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

UKS2 - Long Term Plan Coverage (Two Year Cycle)

Locational Knowledge

Pupils should be taught to:

- a. Locate the world's countries, using maps to focus on North and South America, concentrating on environmental regions and key physical and human characteristics, and major cities.
- b. Name and locate most counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountain, coasts and rivers, and land-use patterns as well as showing change over time.
- c. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime Meridian and time zones and use longitude and latitude to find locations on a map.
- d. Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Place Knowledge

Pupils should be taught to:

- a. Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, and a region within South America.
- b. Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, and a region within South America.
- c. Use key vocabulary to demonstrate knowledge and understanding in this strand. latitude, physical features, climate, human geography, land use, settlement, economy, natural resources.

Human and Physical Geography

Pupils should be taught to:

- a. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes.
- b. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity and trade links.
- c. Describe and understand key aspects of human and physical geography, including the distribution of energy, food, minerals and water.
- d. Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social and environmental.

Geographical Skills and Fieldwork

Pupils should be taught to:

- a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies.
- b. Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- c. Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.
- d. Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch and graph.

Intent

Cookridge Primary School aims to provide children with the skills and knowledge that will enable them to go out into the world as confident and inquisitive individuals. Through repetition of fundamental geographical skills, and practical, hands on experience, students will show clear progression. This will allow pupils to understand their surroundings and how they fit in with the world around them. Geography is an engaging subject which nurtures pupils' natural curiosity and inspires a love of learning which is transferable to other curriculum areas. This will support pupils' development as they continue through their education and beyond. Our geography curriculum is inclusive to everybody. We believe that children of all protected characteristics should be able to learn the fundamental geographical skills and benefit from our practical approach. We also strive to expose children to key figures within geography, from a range of backgrounds, to inspire students to be the next geographers of their generation.



Implementation

Geography at Cookridge Primary School will cover the National Curriculum objectives through the implementation of the following:

- Clearly document the skills progression throughout every Key Stage of the primary phase. These will be displayed on the school website for all members of the school community to access.
- Provide Long Term Plans outlining the intended teaching of the Geography knowledge and skills progression (these should be regularly reviewed).
- Train staff to use the knowledge and skills progression document to plan and teach effectively, in order for children to develop fieldwork skills and knowledge of human and physical processes.
- Monitor the impact of teaching of Geography and look for successes and areas of development. We will do this using triangulation activities such as data collection, observations, pupil voice, work scrutiny, internal and external moderation and discussions with staff.
- Maintain opportunities for recapping previous learning through regular fluency activities - this should be done within the two week timetable.
- Give subject leaders time to monitor the impact of the Geography curriculum taught on children's learning and reporting back to staff on areas for development.



Impact

- Use geography data to measure the impact of the geography implementation – performance of different groups e.g. PPG, Year groups, gender.
- Use triangulation activities to help evidence impact - observations, pupil voice, work scrutiny, internal and external moderation, impact on other areas of the curriculum and discussions with staff.
- We will know the children of focus by analysing triangulation activities which highlight those children who are struggling or are stuck.
- Is the subject Intent statement a reality? If not, why not?
- Create future actions based on Self-assessment of subject area.

Substantive Knowledge

Substantive knowledge sets out the content that pupils will learn. In geography, this has followed the split seen in the national curriculum:

- Locational knowledge.
- Place knowledge.
- Environmental, physical and human geography.
- Geography skills and fieldwork.

Disciplinary Knowledge

This considers how geographical knowledge is learnt and revised. It is through disciplinary knowledge that children gradually become more expert by thinking like a geographer.

National Curriculum		KS1 – Year 1 and 2 (Two Year Cycle)	
Locational Knowledge	<p>a. Name and locate the world's seven continents and five oceans.</p> <p>b. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	Substantive Knowledge	<ul style="list-style-type: none"> Know the name of and locate the seven continents Know the name of and locate the five oceans Locate hot and cold areas of the world in relation to the Equator and the North and South Poles Know the names of the four countries that make up the UK Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland Know the names of the three main seas that surround the UK Know where the equator, North Pole and South Pole are on a globe
		Disciplinary Knowledge	<ul style="list-style-type: none"> Understand that maps and the globe are used to locate key places around the world. Understand that the globe represents the Earth as it is and that maps are a representation in 2D of parts of the Earth
Place Knowledge	<p>a. Compare the UK with a contrasting country in the world.</p> <p>b. Compare a local city/town in the UK with a contrasting city/town in a different country.</p>	Substantive Knowledge	<ul style="list-style-type: none"> Know the main differences between the human features of a place in England and that of a small place in a non-European country (Nigeria – link to Africa) Know the main differences between the physical features in England and that of a small place in a non-European country (Nigeria – link to Africa)
		Disciplinary Knowledge	<ul style="list-style-type: none"> Contrast and compare a place they know well with another they are not familiar with, using maps, photographs and videos
Human and Physical Geography	<p>a. 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</p>	Substantive Knowledge	<ul style="list-style-type: none"> Know which is the hottest and coldest season in the UK Know and recognise main weather symbols Know the main differences between city, town and village Know how living closer, or further away from the equator affects the weather
		Disciplinary Knowledge	<ul style="list-style-type: none"> Begin to appreciate the different weather patterns in the UK Study maps to develop an understanding of symbols Appreciate that there are extremes of weather close to the equator and also at both the North and South Poles Appreciate that weather patterns are different in different parts of the world and understand how that impacts on the way of life of different people
Geographical Skills and Fieldwork	<p>a. Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</p> <p>b. Use simple compass directions and locational and directional language to describe the location of features and routes on a map</p> <p>c. Devise a simple map; and use and construct basic symbols in a key.</p> <p>d. Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.</p>	Substantive Knowledge	<ul style="list-style-type: none"> Use maps and atlases to identify the United Kingdom and its countries and seas Devise a simple map; route to school Create simple maps with a common key e.g. treasure Island map Understand why it is important for all streets to have a name, including post code Be able to follow a simple road map and recognise key landmarks, such as a church Talk about the features in their local environment Talk about the main differences between a world map and a globe 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.
		Disciplinary Knowledge	<ul style="list-style-type: none"> Talk about the features in their local environment Observe and record information about the local area, i.e. types of shops, bus stops etc. Take photographs of locally interesting geographical features Make a simple map after visiting a specific area, i.e. to include shops, church, school, etc. Talk about the main differences between a world map and a globe Study aerial photographs and use locational and directional language when doing so Use Google Earth to find features in their locality

National Curriculum		LKS2 – Year 3 and 4 (Two Year Cycle)	
Locational Knowledge	a. Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics, and major cities. b. Name and locate some counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, coasts and rivers, and how a place has changed. c. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.	Substantive Knowledge	<ul style="list-style-type: none"> Know the difference between Great Britain, The British Isles and the United Kingdom Know the names of and locate at least eight counties and at least six cities in England Know, name and locate the main rivers in the UK Know where the main mountain regions are in the UK Name and locate Europe on a map Know the names of and locate at least eight European countries. Know the names of and locate at least eight major capital cities across the world Identify the position of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Know the names of four countries from the southern and four from the northern hemisphere Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.
		Disciplinary Knowledge	<ul style="list-style-type: none"> Understand that countries have defined borders and that each country has its own government or equivalent Use maps, atlas and globes to support learning with locality knowledge Use Google Earth to find features in their locality
Place Knowledge	a. Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of a European country. b. Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region of a European country.	Substantive Knowledge	<ul style="list-style-type: none"> Know about some of the physical features related to the UK Know about some of the physical features related to a European country Know about some of the human features related to the UK Know about some of the human features related to a European country
		Disciplinary Knowledge	<ul style="list-style-type: none"> Compare and contrast two regions, one within the UK and the other within European country Begin to appreciate why physical and human features will be different in these places
Human and Physical Geography	a. Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle. b. Describe and understand key aspects of human geography, including: types of settlement and land use. c. Describe and understand key aspects of human and physical geography, including the distribution of energy, food, minerals and water.	Substantive Knowledge	<ul style="list-style-type: none"> Know and label the main features of a river Know why most cities are situated close to a river Know and explain the features of a water cycle Know the different types of settlements within the UK and a European country Know the types of land use within the UK and a European country Identify the different types of trade (import and export) within the UK and a European country Know the different weather patterns between the UK and a European country Know a number of different mountains and rivers within the UK and a European country
		Disciplinary Knowledge	<ul style="list-style-type: none"> Recognise how human geographical features change over time Recognise how physical geographical features change over time
Geographical Skills and Fieldwork	a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. b. Use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world c. Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.	Substantive Knowledge	<ul style="list-style-type: none"> Use maps to locate European countries and capitals Use a globe to gain a better understanding about countries' location Talk about the features in their local environment and compare it with another they know Introduce the concepts of North East, South East etc Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian Distinguish between the Northern and Southern hemisphere on both a world map and a globe Identify and use different types of maps (Os maps, sketch maps etc.)
		Disciplinary Knowledge	<ul style="list-style-type: none"> Create a report after a fieldwork activity that focuses on geographical features observed Use systematic sampling and data collecting as part of fieldwork activity Understand how to use four-figure grid references Explain what a place is like and why

National Curriculum		UKS2 – Year 5 and 6 (Two Year Cycle)	
Locational Knowledge	a. Locate the world's countries, using maps to focus on North and South America, concentrating on environmental regions and key physical and human characteristics, and major cities. b. Name and locate most counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountain, coasts and rivers, and land-use patterns as well as showing change over time. c. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime Meridian and time zones and use longitude and latitude to find locations on a map.	Substantive Knowledge	<ul style="list-style-type: none"> Name and locate the 7 continents and 5 oceans on an unmarked map Name and locate North and South America on an unmarked map Name and locate the major countries of Europe and their capital cities Know the names of and locate many of the key seas and areas across the world, e.g., Mediterranean sea and Suez canal Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere Know what is meant by the term 'tropics' Know and recognise many of Europe's key landmarks Name and locate the countries in North America and their capital cities. Name and locate 3 countries within South America Identify the position and significance of latitude, longitude. Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn Know about time zones and work out differences Know where countries in the British commonwealth are situated Know key differences between living in the UK and in a country in either North or South America.
		Disciplinary Knowledge	<ul style="list-style-type: none"> Understand that countries have defined borders and that each country has its own government or equivalent Use maps, atlas and globes to support learning with locality knowledge Use Google Earth to find features in their locality
Place Knowledge	a. Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, and a region within South America. b. Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, and a region within South America.	Substantive Knowledge	<ul style="list-style-type: none"> Know about some of the physical features related to the UK Know about some of the physical features related to a region within South America Know about some of the human features related to the UK Know about some of the human features related to a region within South America
		Disciplinary Knowledge	<ul style="list-style-type: none"> Compare and contrast two regions, one within the UK and one within South America Begin to appreciate why physical and human features will be different in these places
Human and Physical Geography	a. Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes. b. Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity and trade links. c. Describe and understand key aspects of human and physical geography, including the distribution of energy, food, minerals and water.	Substantive Knowledge	<ul style="list-style-type: none"> Know what is meant by biomes and what are the features of a specific biome Know what is meant by climate zones Know what is meant by vegetation belts Label layers of a rainforest and know what deforestation is Know the term 'fair trade' and its implications on the lives of so many people Know why ports are important for world trade Understand how the effect and response to natural disasters Compare human and physical features of a place in the UK and South America
		Disciplinary Knowledge	<ul style="list-style-type: none"> Recognise how human geographical features change over time and how this has an impact Recognise how physical geographical features change over time and how this has an impact
Geographical Skills and Fieldwork	a. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studies. b. Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. c. Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.	Substantive Knowledge	<ul style="list-style-type: none"> Create own OS style symbols for a key Identify features of a globe (latitude, longitude, equator, northern and southern hemispheres, tropics) Develop knowledge of a place by comparing street maps with aerial images. Use the eight points of the compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world.
		Disciplinary Knowledge	<ul style="list-style-type: none"> Use graphs to record features such as temperature or rainfall across the world Use appropriate special language when giving directions Recognise Ordnance Survey (OS) symbols and know what they stand for Carry out tests over time, evaluate changes and consolidate their understanding Use Google Earth to locate a country or place of interest and follow the journey of rivers, etc. Be familiar with topographical maps and know about contours, etc Understand how to use six-figure grid references Set up a geographical fieldwork enquiry, starting with a hypothesis To review, apply and consider next steps as a result of their geographical enquiry Create journey booklets, to include maps, sketches and samples to capture what a place is like

	KS1	LKS2	UKS2
Locational Vocabulary	<p>Children in KS1 should have an understanding of the following locational based vocabulary:</p> <p>United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.</p>	<p>Children in LKS2 should have an understanding of the following locational based vocabulary:</p> <p>County, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p>	<p>Children in UKS2 should have an understanding of the following locational based vocabulary:</p> <p>Atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.</p>
Place Vocabulary	<p>Children in KS1 should have an understanding of the following place based vocabulary:</p> <p>South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.</p>	<p>Children in LKS2 should have an understanding of the following place based vocabulary:</p> <p>Leeds city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.</p>	<p>Children in UKS2 should have an understanding of the following place based vocabulary:</p> <p>Latitude, physical features, climate, human geography, land use, settlement, economy, natural resources</p>
Human and Physical Vocabulary	<p>Children in KS1 should have an understanding of the following human and physical based vocabulary:</p> <p>Beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop.</p>	<p>Children in LKS2 should have an understanding of the following human and physical based vocabulary:</p> <p>Meander, estuary, tributary, evaporation, water cycle, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.</p>	<p>Children in UKS2 should have an understanding of the following human and physical based vocabulary:</p> <p>Environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social and environmental.</p>
Geographical Skills and Fieldwork Vocabulary	<p>Children in KS1 should have an understanding of the following geographical skills and fieldwork based vocabulary:</p> <p>Compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.</p>	<p>Children in LKS2 should have an understanding of the following geographical skills and fieldwork based vocabulary:</p> <p>Sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.</p>	<p>Children in UKS2 should have an understanding of the following geographical skills and fieldwork based vocabulary:</p> <p>Atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.</p>

KS1	LKS2	UKS2
<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ol style="list-style-type: none"> 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. Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ol style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe, concentrating on environmental regions and key physical and human characteristics, and major cities. Name and locate some counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, coasts and rivers, and how a place has changed. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn. Use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ol style="list-style-type: none"> Locate the world's countries, using maps to focus on North and South America, concentrating on environmental regions and key physical and human characteristics, and major cities. Name and locate most counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountain, coasts and rivers, and land-use patterns as well as showing change over time. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime Meridian and time zones and use longitude and latitude to find locations on a map. Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.

KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.

Children can:

- a Compare the UK with a contrasting country in the world.
- b Compare a local city/town in the UK with a contrasting city/town in a different country.
- c Use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.

Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.

KS2 Geography National Curriculum

Children 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.

Children can:

- a Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region of a European country.
- b Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region of a European country.
- c Use key vocabulary to demonstrate knowledge and understanding in this strand: Leeds city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.

Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.

KS2 Geography National Curriculum

Children 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.

Children can:

- a Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, and a region within South America.
- b Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, and a region within South America.
- c Use key vocabulary to demonstrate knowledge and understanding in this strand. latitude, physical features, climate, human geography, land use, settlement, economy, natural resources

Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.

KS1 Geography National Curriculum

Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

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

Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.

KS2 Geography National Curriculum

Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can:

- a Describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle.
- b Describe and understand key aspects of human geography, including: types of settlement and land use.
- c Describe and understand key aspects of human and physical geography, including the distribution of energy, food, minerals and water.
- d Use key vocabulary to demonstrate knowledge and understanding in this strand: meander, estuary, tributary, evaporation, water cycle, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.

Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.

KS2 Geography National Curriculum

Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can:

describe and understand key aspects of:

- a Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, volcanoes and earthquakes.
- b Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity and trade links.
- c Describe and understand key aspects of human and physical geography, including the distribution of energy, food, minerals and water.
- d Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social and environmental.

Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.

KS1 Geography National Curriculum

Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- a Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.
- b Use simple compass directions and locational and directional language to describe the location of features and routes on a map
- c Devise a simple map; and use and construct basic symbols in a key.
- d Use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods.
- e Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.

Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.

KS2 Geography National Curriculum

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children can:

- a Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- b Use the eight points of a compass, four figure grid references, symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world
- c Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.
- d Use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.

Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.

KS2 Geography National Curriculum

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- a Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- b Use the eight points of a compass, four and six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- c Use fieldwork to observe, measure record and present the human and physical features in the local area using sketch maps, plans and graphs and digital technologies.
- d Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch and graph.