

Curriculum Concepts:

- Locational knowledge - knowledge of the location of points or regions in absolute or relative terms.
- Place - a construct that is defined in terms of what it is like, what happens there and how and why it is changing
- Weather and climate - knowledge of weather patterns and climate zones in relation to location as well as making connections to climate change.
- Physical features - knowledge of the processes involved in the creation of physical features and the relationships, flows and patterns that connect and / or define them
- Fieldwork - using observation skills and data collection to make connections.

Intended Outcomes - by the end of key stage 2:

- 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
- be competent in the geographical skills needed to:
 - o collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - o 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.

Concepts/Area of learning	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	There are many countries around the world.	Know the world is made up of 7 continents and 5 oceans. Name, locate & identify features of the 4 countries of the UK	Name & locate the world's 7 continents and 5 oceans. Name, locate & identify characteristics of the 4 countries & capital cities of the UK & surrounding seas.	Name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key features including hills, mountains, coasts and rivers.	Name and locate some of the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical or human characteristics, countries, and major cities.	Name and locate some of the world's countries, focusing on North and South America, concentrating on environmental regions, key physical or human characteristics, countries and major cities. Identify the position/significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (including day & night)	Identify the position/significance of latitude, longitude, equator, N & S Hemisphere, Tropics of Cancer & Capricorn, Arctic & Antarctic Circle & time zones (including day & night) Understand where our energy and natural resources come from.
Place	People around the world have different religions. People who help within the community.	Understand geographical similarities and differences between where they live and a contrasting non-European country (Bangladesh). Describe the places and features they study using simple geographical vocabulary, identifying some similarities and differences.	Understand geographical similarities and differences through studying the human & physical geography of a small area of the UK (Ashton Keynes) & a contrasting non-European country (San Salvador, Bahamas). Study the key human and physical features of the surrounding environment of my	Consider the similarities and differences between regions of the UK. Identify and sequence a range of settlement sizes from a hamlet to a city. Describe the main land uses within urban areas and identify the key characteristics of rural areas.	Understand geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom and a region in a European country, considering human and physical features but also land use patterns	Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within S. America. Describe types of settlement, land use and economic activity including trade links and	Compare impact of climate change of different regions around the world. Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing.

			<p>school.</p> <p>Identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there</p>		<p>and how these have changed over time.</p> <p>Describe key aspects of human geography including types of settlement and land use, economic activity.</p> <p>Understand some reasons for similarities and differences and consider how these have changed over time.</p>	<p>the human impact on the environment.</p> <p>Understand what a number of places are like, how and why they are similar and different, and how and why they are changing.</p>	
Weather and Climate	<p>Explore and ask questions about the natural world around them while exploring seasons.</p>	<p>Identify seasonal/daily weather patterns in the UK.</p>	<p>Describe which continents have significant hot or cold areas and relate these to the Poles and Equator.</p>		<p>Describe the water cycle using a diagram</p>	<p>Know about climate change.</p>	<p>Know about climate change.</p>
Physical Features	<p>Different habitats around the world.</p> <p>Features of immediate environment.</p>	<p>Describe the places and features they study using simple geographical vocabulary, identifying some similarities and differences.</p>	<p>Study the key human and physical features of the surrounding environment of my school.</p> <p>Describe the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</p>	<p>Describe and understand the key aspects of volcanoes and earthquakes.</p>	<p>Describe and understand the key aspects of mountains and rivers.</p> <p>Understand how a mountain region was formed.</p>	<p>Describe processes that give rise to key physical & human geographical features of the world and how these are interdependent.</p>	<p>Understand physical geography of climate zones, biomes and vegetation belts.</p>
Fieldwork	<p>Draw information from a basic map. Identify simple map features</p>	<p>Use simple fieldwork and observational skills to study the geography of my school and its grounds.</p> <p>Locate features of the school grounds on a base map.</p> <p>Use locational and directional language (e.g. near and far; left and right) to describe the location of features</p>	<p>Use a world map, atlas or globe to name and locate the seven continents and five oceans.</p> <p>Use a UK map or atlas to locate and identify the four countries and capital cities of the UK and their surrounding seas.</p> <p>Use fieldwork to investigate</p>	<p>Use fieldwork to observe, measure and record some of the human and physical features in the local area using sketch maps and graphs.</p> <p>In a group, carry out fieldwork in the local area selecting appropriate techniques (simple</p>	<p>Present information gathered in fieldwork.</p> <p>Use a map or atlas to locate some countries and cities in Europe.</p> <p>Use and understand OS symbols and keys to build up my knowledge of a local place, the UK and the wider world.</p>	<p>Use fieldwork to observe, measure & record in the local area using a range of methods, including sketch maps, plans, graphs & digital technologies (GIS)</p> <p>Use a map or atlas to locate some countries and cities in North or South America.</p> <p>Understand and use 6 figure</p>	<p>Collect, analyse & communicate a range of data gathered in experiences of fieldwork to show understanding of some geographical processes.</p> <p>Carry out a focused indepth study, looking at issues/changes in the area drawing on multiple sources</p>

		<p>and routes on a map. Know that maps give information about the world (where and what). Recognise simple features on maps such as buildings, roads and fields.</p>	<p>places – the school grounds, the streets around and the local area. Construct a simple map with basic symbols and a key. Use maps to talk about everyday life, for example, where I live, journey to school, where places are in a locality.</p>	<p>questionnaire/survey). Use simple compass directions (NESW). Use simple grids with letters and numbers and 4-figure coordinates to locate features. Make and use simple route maps. Use a map or atlas to locate some regions and cities in the UK, as well as locate where they live.</p>	<p>Recognise some patterns on maps and begin to explain what they show. Explain what places are like using maps at a local scale. Make a map of a small area and give it a key with standard symbols and some OS style symbols.</p>	<p>grid references to interpret OS maps. Relate maps to each other and to vertical aerial photographs. Follow routes on maps saying what is seen. Give directions and instructions to 8 compass points.</p>	<p>of information, including GIS. Hypothesise about how & why the area may change in future. Use OS maps. Draw a detailed map using symbols and a key.</p>
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