

## GEOGRAPHY: KNOWLEDGE AND UNDERSTANDING

<b>GEOGRAPHY: KS1</b>		<b>YEAR 1</b>	<b>YEAR 2</b>
<b>LOCATIONAL KNOWLEDGE</b>	Name and locate the world's seven continents and five oceans	❖ Find and name some continents on a world map.	❖ Name and locate the world's continents and oceans on a world map or globe.
	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	❖ Name and locate the four countries of the United Kingdom on a map or globe.	❖ Name and locate the capital cities of the United Kingdom and its surrounding seas.
<b>PLACE KNOWLEDGE</b>	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting non-European country	<ul style="list-style-type: none"> <li>❖ Identify the similarities and differences between the local environment and one other place.</li> <li>❖ Explain what changes are taking place in the local environment.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Describe and compare the physical similarities / differences between an area in the United Kingdom and one of a contrasting non-European country.</li> <li>❖ Explain how a place has changed over time.</li> </ul>
<b>HUMAN AND PHYSICAL GEOGRAPHY</b>	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	<ul style="list-style-type: none"> <li>❖ Name the four seasons and describe typical weather conditions for each of them.</li> <li>❖ Locate hot and cold areas of the world.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Locate hot and cold areas of the world in relation to the Equator and the North and South Poles and explain how the weather affects these areas.</li> <li>❖ Locate the Equator and the North and South Poles.</li> </ul>
	Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>	<ul style="list-style-type: none"> <li>❖ Use the correct terms for simple geographical features in the local environment.</li> <li>❖ Describe in simple terms how wind or water has affected the geography of an area.</li> <li>❖ Describe how pollution (e.g. litter) affects the local environment.</li> <li>❖ Use basic geographical vocabulary to name physical and human features of familiar places.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Describe and compare human and physical features seen in their local environment and other places in the world.</li> <li>❖ Describe how a physical or human process has changed an aspect of an environment (e.g. the local environment)</li> <li>❖ Suggest ways of improving the local environment.</li> <li>❖ Use geographical vocabulary to name features of familiar and unfamiliar places.</li> </ul>
<b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>	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	<ul style="list-style-type: none"> <li>❖ Locate countries on a UK map.</li> <li>❖ Use maps, pictures and stories to find out about different places.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Locate continents and oceans on a world map.</li> <li>❖ Use information texts and the web to gather information about the world's human and physical geography.</li> </ul>
	Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; right and left], to describe the location of features and routes on a map	❖ Use simple locational language, including in front, behind, next to, far away and near to, to describe the location of geographical features on a map and in fieldwork.	❖ Use compass directions (North, South, East and West) to describe the location of geographical features and routes on a map.
	Use aerial photographs and plan perspective to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key	<ul style="list-style-type: none"> <li>❖ Draw a simple picture map (e.g. of an imaginary place from a story), labelling particular features.</li> <li>❖ Name, describe and group features of the home / school environment from first hand observation, responding to simple questions.</li> <li>❖ Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw simple maps or plans, using symbols for a key.</li> <li>❖ Name, describe and compare human and physical features of their own locality and another named place, asking and responding to questions.</li> <li>❖ Identify and describe geographical human and physical features using an aerial photograph.</li> </ul>
	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 areas	❖ Collect data during fieldwork such as the number of trees / houses.	❖ Collect and organise simple data from first and second hand sources including fieldwork.

## GEOGRAPHY: KNOWLEDGE AND UNDERSTANDING

GEOGRAPHY: KS2		YEAR 3	YEAR 4	YEAR 5	YEAR 6
LOCAL 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	<ul style="list-style-type: none"> <li>❖ Make comparisons of the same geographical feature in different countries. E.g. to understand why a river is important to the development of civilisations.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Locate the countries of Europe (including Russia).</li> <li>❖ Locate and describe the environmental regions, key human and physical characteristics, countries and major cities of Europe.</li> <li>❖ Describe and explain similarities and differences (human and physical) of a region of a European country.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Name and locate the continents and countries of North and South America.</li> <li>❖ Locate and plot the major rivers of North and South America; mountain ranges and deserts.</li> <li>❖ Locate and describe the environmental regions, key human and physical characteristics, countries and major cities of North and South America.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Locate Mexico and the settlements of the Maya (history link); identify the surrounding countries, continent and hemisphere.</li> <li>❖ Describe and explain similarities and differences (human and physical) of a region or area within North or South America.</li> </ul>
	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	<ul style="list-style-type: none"> <li>❖ Name and locate the four longest rivers of the United Kingdom and describe the impact on human and physical geography of the places they are found.</li> <li>❖ Name and locate counties and cities of the East Anglia, identifying their human and physical characteristics.</li> <li>❖ Name and locate the highest peak in each country of the UK.</li> <li>❖ Explain the difference between arable and livestock farming, locating where in the UK these farms are.</li> <li>❖ Locate industrial estates and the land that they use.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Describe how changes, in the features of a place, can affect the lives and activities of the people living there.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Name and locate counties and cities of the United Kingdom, identifying and describing their human and physical characteristics.</li> <li>❖ Explain how things change by referring to the physical and human features of the landscape.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Explain how physical and human processes lead to diversity and changes in places – Hemsby and Happisburgh.</li> </ul>
	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)	<ul style="list-style-type: none"> <li>❖ Locate and explain the significance of the Northern and Southern Hemispheres and the Arctic and Antarctic Circles.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Locate and explain the significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn to a range of countries of the world.</li> <li>❖ Locate and explain the significance of latitude and longitude and the Prime Greenwich Meridian.</li> <li>❖ Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place.</li> <li>❖ Use longitude and latitude to locate countries in South America.</li> </ul>
PLACE KNOWLEDGE	Understand geographical similarities and differences through a 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	<ul style="list-style-type: none"> <li>❖ Describe and compare different features of human and physical geography of a place, offering explanations for the locations for some of these features.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Describe how human / physical activity has impacted and/or changed the physical and human characteristics of a place in the world.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Describe how human / physical activity has impacted upon and/or changed the physical and human characteristics of a place in the world.</li> </ul> <p><i>*Natural resources</i></p>	<ul style="list-style-type: none"> <li>❖ Explain how climate zones, biomes and vegetation belts affect the physical and human features of a place in the world. <i>Vegetation belts and biomes should focus on the Amazon Rainforest / South America.</i></li> </ul>

## GEOGRAPHY: KNOWLEDGE AND UNDERSTANDING

<b>HUMAN AND PHYSICAL GEOGRAPHY</b>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Identify how people both damage and improve the environment. E.g. The Norfolk Broads; pollution.</li> <li>Provide a reasonable explanation for features in relation to location (e.g. farming; The Norfolk Broads).</li> <li><b>Compare and contrast areas of vegetation and biomes in two different locations.</b></li> <li>Use technical and geological vocabulary to describe geographical processes.</li> <li>Compare and contrast food production in two different locations – Norfolk and a European country.</li> <li>Describe how weather and climate affects land use and food production.</li> <li>Locate wind farms in the local area and recognise the importance of the coast in relation to their location.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how people try to sustain environments. <i>Protecting the Broads?</i></li> <li>Describe and explain how human and physical processes have changed the characteristics of a landscape, country or continent. <i>E.g. Impact of the development of the Broads; how the eruption of Mount Vesuvius changed Pompeii</i></li> <li>Describe patterns in geography and offer clear explanations for why they appear (e.g. a number of hotels and restaurants are found at the seaside). <i>Tourism</i></li> <li>Describe and explain how the climate of a country or continent is linked to the distribution of natural resources and tourism. <i>The Broads / Italy</i></li> <li>Compare and contrast how areas of the world have capitalised on their physical or human features. <i>The Broads v Italy</i></li> <li>Sequence and explain the features of a physical weather process, such as the water cycle.</li> <li>Explain views on a geographical issue using appropriate vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>Explain the effect of commercial and industrial activity on the environment and suggest ways to improve it.</li> <li>Describe how physical and human processes give a continent its unique characteristics.</li> <li>Respond to and ask relevant questions about patterns in the landscape and make appropriate observations on the location of features, relative to others.</li> <li>Recognise and describe the physical and human features of places, appreciating the importance of wider geographical location in understanding places.</li> <li>Ask and answer geographical questions using correct geographical vocabulary.</li> <li>Describe how weather and climate affects land use (wind farms).</li> <li>Evaluate the effectiveness and impact of environmental schemes (e.g. wind farms) in place to sustain or improve the environment.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate the effectiveness and impact of environmental schemes in place to sustain or improve the environment. <i>Deforestation; use of palm oil.</i></li> <li>Identify geographical patterns on a range of scales. <i>climate zones; natural resources; weather patterns</i></li> <li>Explain how extreme climates affect the lives of people living there and the human and physical geography. <i>Focus on Amazon Rainforest / life on the equator.</i></li> <li>Explain the features of the water cycle and its impact on the Amazon Rainforest.</li> <li>Describe and explain the use of natural resources found in South America. Is the wealth of resources fairly distributed across the globe and do the right people benefit from it?</li> <li>Explain how the physical processes of erosion, transportation and deposition affect the environment. <i>Coastal erosion around the Norfolk coastline.</i></li> <li>Describe how physical and human processes can lead to similarities / differences in the environments of places and in the lives of people who live there.</li> <li>Understand the importance of flood defences and why they are needed.</li> <li>Present findings both graphically and in writing using appropriate vocabulary.</li> </ul>
<b>GEOGRAPHICAL SKILLS AND FIELDWORK</b>	<p>Use maps and atlases, globes and digital / computer mapping to locate countries and describe features studied</p>	<ul style="list-style-type: none"> <li>Locate geographical features (e.g. farmland) on a map or atlas using symbols shown in a key.</li> <li>Compare and contrast aerial photographs and plan perspectives, explaining their similarities and differences.</li> </ul>	<ul style="list-style-type: none"> <li>Locate and name geographical features on an Ordnance Survey map.</li> <li>Suggest where in the world an aerial photograph or satellite image shows, explaining reasons for their suggestion.</li> </ul>	<ul style="list-style-type: none"> <li>Compare land use and geographical features on different types of maps.</li> <li>Explain what physical and human processes may have occurred in a place by studying an aerial image of it.</li> </ul>	<ul style="list-style-type: none"> <li>Compare and contrast areas of the UK and the wider world by analysing the geographical features on a range of maps, including digital / computer mapping.</li> <li>Use the web and satellite mapping tools to find out and present geographical information about a place.</li> </ul>
	<p>Use the eight points of a compass, four and six-figure references, symbols and key (including the Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<ul style="list-style-type: none"> <li>Use four points of a compass (N, S, E, W) to describe the location of a country or geographical feature.</li> </ul>	<ul style="list-style-type: none"> <li><b>Plot a route on a map or globe from one place to another, identifying countries or significant landmarks that are passed.</b></li> </ul>	<ul style="list-style-type: none"> <li>Use eight points of a compass to describe the location of a country or geographical feature.</li> <li>Use four and six figure grid references to locate features on an Ordnance Survey or world map.</li> </ul>	<ul style="list-style-type: none"> <li>Plot a route on a map, globe or satellite image, suggesting the fastest route from one place to another and the most effective mode of transport.</li> </ul>

## GEOGRAPHY: KNOWLEDGE AND UNDERSTANDING

	<p>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</p>	<ul style="list-style-type: none"> <li>❖ Draw sketch maps and plans using agreed symbols for a key.</li> <li>❖ Observe, measure and record the human and physical features in the local area responding to a range of geographical questions.</li> <li>❖ Analyse data which they have collected from first hand observations and experiences, identifying any patterns.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Draw sketch maps and plans using standardised symbols and a key.</li> <li>❖ Propose geographical questions, collecting and recording specific evidence to answer them.</li> <li>❖ Collect and analyse data from first and second hand sources, identifying and analysing patterns and suggesting reasons for them.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Produce own scaled maps.</li> <li>❖ Choose the best method of recording observations and measurements, including sketch maps, plans, graphs and digital technologies.</li> <li>❖ Suggest sources for finding data related to a task and analyse data collected to draw conclusions about a place or geographical issue.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Produce accurate scaled maps.</li> <li>❖ Describe and explain geographical processes observed including taking accurate measurements and representing these in text, graphs and spreadsheets.</li> <li>❖ Analyse and present more complex data, from different sources, suggesting why it may vary.</li> </ul>
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