

# Geography Curriculum

In teaching children geography, our intent is that they become informed and inquisitive geographers who understand where places are and what they are like and how human and physical environments are related. They will ask questions, use fieldwork and other geographical skills, reach conclusions and express well-reasoned opinions based on knowledge and understanding about current and contemporary issues in society and the environment.

## Threshold concepts and skills

Investigate Patterns

Investigate Places

Communicate Geographically

### EYFS

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The most relevant statements for Geography are taken from Mathematics and Understanding the World.

## Breadth of study

### KS1

Investigate the world's continents and oceans.

- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

### KS2

- Locate the world's countries, with a focus on Europe, North and South America, and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world and understand the significance of these zones.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- 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: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- 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 keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

# Birth to 3 Geography Skills

## Understanding the World

T1 Explore natural materials, indoors and outside.

T2 Explore and respond to different natural phenomena in their setting and on trips.

# Nursery Geography Skills

## **Mathematics**

T1 Understand position through words alone. For example, "The bag is under the table," - with no pointing.

T2 Describe a familiar route.

T3 Discuss routes and locations, using words like 'in front of' and 'behind'.

## **Understanding the World**

T4 Use all their senses in hands-on exploration of natural materials.

T5 Begin to understand the need to respect and care for the natural environment and all living things.

T6 Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.

# Reception Geography Skills

## Understanding the World

T1 Draw information from a simple map.

T2 Recognise some similarities and differences between life in this country and life in other countries.

T3 Explore the natural world around them.

T4 Recognise some environments that are different from the one in which they live.

## ELG: People, Culture and Communities

• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

## ELG: The Natural World

• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

• Understand some important processes and changes in the natural world around them, including the seasons.

# Year 1 Geography Skills

## Changes over time world

## Where do I live?

## Weather around the

T1: I can ask simple geographical questions.

T2: I can use simple observational skills to study the geography of the school and its grounds.

T3: I can use simple maps of the local area.

T4: I can use words such as near and far, left and right to talk about where things are.

T5 I can make simple maps and plans.

T6: I can name, describe and compare places I know.

T7: I can link home with other places in my area.

T8: I can understand how some places are linked to other places e.g. roads, trains.

T9: I can describe seasonal weather changes.

T10: I can show I know about changes that are happening in the local environment e.g. at school.

T11: I can suggest ideas for improving the school environment.

# Year 2 Geography Skills

## Where on Earth? England

## Rivers and Oceans

## Comparisons of Kenya and

T1: I can name and place the world's seven continents and five oceans.

T2: I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

T3: I can 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.

T4: I can 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.

T5: I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

T6: I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

T7: I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.

T8: I can 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.

T11: I can name, locate and identify characteristics of the seas surrounding the United Kingdom.

# Year 3 Geography Skills

## Climate Zones Fieldwork

## Local Study (Where in the world is Slough?)

## Trip -

- T1: I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?
- T2: I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.
- T3: I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle,
- T4: I can make more detailed fieldwork sketches/diagrams.
- T5: I can use fieldwork instruments e.g. camera, rain gauge.
- T6: I can use and interpret maps, globes, atlases and digital mapping to find countries and key features.
- T7: I can use basic geographical words: cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.
- T8: I can use four figure grid references.
- T9: I can use the 8 points of a compass.
- T10: I can make plans and maps using symbols and keys.
- T11: I can show I know the physical and human features of my locality.
- T12: I can point to where counties are within the UK and their key topographical features.
- T13: I can name and locate the cities of the UK
- T14: I can understand why there are similarities and differences between places and I can show some sense of how places relate each other.
- T15: I can explain about weather conditions / patterns around the UK and parts of Europe.
- T16: I can recognise that different people hold different views about an issue and can understand some reasons why.
- T17: I can communicate findings in appropriate ways.
- T2: I can measure straight line distances using the right scale.
- T4: I can recognise the different shapes of continents.
- T5: I can draw accurate maps with more complex keys and / or demonstrate patterns.
- T6: I can plan the steps for an enquiry.
- T8: I can describe human features of UK regions, cities and/or counties.
- T16: I can explore weather patterns around parts of the world.
- T1: I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

# Year 4 Geography Skills

## Comparisons between UK and Caribbean (inc climate and landscapes) Rivers and Mountains (Water Cycle)

## Am a geographer yet? (Scandinavia inc tourism)

T1: I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?

T2: I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.

T3: I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle,

T1: I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes.

T3: I can explore features on OS maps using 6 figure grid references.

T4: I can recognise the different shapes of continents.

T7: I can show I know features nearby and beyond the UK.

T8: I can describe human features of UK regions, cities and/or counties.

T9: I can understand the effect of landscape features on the development of a locality.

T10: I can describe how people have been affected by changes in the environment.

T11: I can show I know about the wider context of places - region, country.

T12: I can show where countries are within Europe, including Russia.

T13: I can recognise that people have differing quality of life living in different locations and environments.

T14: I can explain how the locality is set within a wider geographical context.

T15: I can explain about key natural resources e.g. water in the locality.

T16: I can explore weather patterns around parts of the world.

T1: I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

T2: I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.

T3: I can recognise the different shapes of countries.

T10: I can explain how rivers erode, transport and deposit materials.

T11: I can explain about the physical features of coasts and begin understand erosion and deposition.

T4: I 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.



# Year 5 Geography Skills

## From the Antarctic to the Amazon

## Natural disasters

T1: I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?

T2: I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.

T1: I can understand and use a widening range of terms such as contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes.

T1: I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

T2: I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.

T3: I can recognise the different shapes of countries.

T5: I can show I know about the wider context of places - county, region, country.

T6: I can describe where a variety of places are in relation to physical and human features.

T12: I can understand how humans affect the environment.

T9: I can understand about weather patterns around the World and relate these to climate zones.

T13: I can explain about changes to the World environment.

T14: I can understand why people seek to manage and sustain their environment

T1: I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

T4: I 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.

# Year 6 Geography Skills

## Where's Wally Physical Geography (UK and Global) Europe (including North America)

## Modern Europe vs UK

## Non Europe vs

T1: I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?

T2: I can analyse evidence and draw conclusions such as make comparisons between locations using aerial photos/pictures.

T2: I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night.

T5: I can show I know about the wider context of places - county, region, country.

T6: I can describe where a variety of places are in relation to physical and human features.

T7: I can show I know the location of: capital cities of countries of British Isles and U.K, seas around U.K, European Union countries with high populations and large areas, largest cities in each continent.

T8: I can compare the physical or human features of a region of the UK and a region in North America, identifying similarities and differences

T1: I can locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

T2: I can 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.

T3: I can 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)

T4: I 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.

T5: I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

T6: I can describe and understand key aspects of 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.

T7: I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

T8: I can 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 my knowledge of the United Kingdom and the wider world.

T9: I can 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.

T10: I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links.

T11: I can identify and describe the significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.