

## Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: **Knowledge**, **Skills**, **Community** and **Self**. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

# Geography

Basic/**Advancing**/Deep

EYFS	Year 1 and 2	Year 3 and 4	Year 5 and Year 6
<b>Reception:</b> Street left teacher House right caretaker Bungalow forwards Head Teacher School backwards cleaner church above Police Officer zebra crossing under doctor traffic lights tunnel dentist bridge roundabout map	<b>Year 1:</b> near transport wind far lorry snow left bus rain right car hail building summer fog plan winter wet globe autumn dry journey spring hot travel seasons cold long short wide bungalow junction narrow town village farm  <b>Year 2:</b> England location Dublin Scotland route Equator Northern Ireland aerial view North Pole Eire landscape South Pole	<b>Year 3:</b> settlement valley mountain community vegetation weathering landscape soil erosion [within weathering] relief map peat port political map loam harbour cliff clay factory ocean lake office fieldwork transport [carry] industry sketch diagram compass North East South East North West South West weather climate zone polar equator tropical longitude latitude environment	<b>Year 5 :</b> climate/ weather flood plain deposition climate zones meander transportation tributary surface confluence vegetation belts sea level mouth river grid reference source delta terrain products ox-bow lake features industrial grid reference contour lines continent landscape natural sub-continent water cycle population development arid precipitation irrigation evaporation condensation ground water settlement industry tourist excursion scale [maps] contours

Wales North South Channel east west semi-detached larger city beach forest sea soil port	environment London Edinburgh Cardiff Belfast local distant terraced smaller desert cliff hill river vegetation harbour	Irish Sea North Sea English valley contour height coastal hydroponics evaporation allotment precipitation distribution condensation import hemisphere export productivity native/ indigenous natural resources sustainable man-made materials weathering/ erosion hemisphere natural disaster tropical polar spring [water]	Year 4: greenhouse polytunnel intensive farming arable farming evaporation market gardening precipitation mixed farming condensation organic farming distance scale resources grid reference materials satellite settlement patterns tropical inland urban/ rural	valley warm humid height coastal hydroponics allotment distribution import hemisphere productivity natural resources man-made materials erosion hemisphere natural disaster polar trade	Year 6: migrate disperse sustainability natural disaster natural resources canopy [trees] belts Ordnance Survey zones distance conservation scale Time zone grid reference symbols urban rural land use congestion pollution tectonic plates	naturalised indigenous immigrant survey population questionnaire latitude longitude Greenwich/ Prime Meridian pollution Northern hemisphere Southern hemisphere Tropic of Capricorn Equator latitude longitude deforestation	Arctic Antarctic renewable vegetation climate conservation export import tropical equatorial subterranean location minutes [location] magma
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Learning Objective	EYFS	Key Indicators	Year 1 and 2 MILESTONE 1	Key Indicators	Year 3 and 4 MILESTONE 2	Key Indicators	Year 5 and 6 MILESTONE 3
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<p>PLACES 1</p>	<p><i>UTW general:</i>  * Use all their senses in hands-on exploration of natural materials.  • Begin to understand the need to respect and care for the natural environment and all living things.  • Know that there are different countries in the work and talk about the differences they have experienced or seen in photos.   *Draw information from a simple map.  • Recognise some similarities and differences between life in this country and life in other countries.  • Explore the natural world around them.  • Recognise some environments that are different to the one in which they live.</p>	<p><b>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).</b></p> <p>NC:  <u>Place knowledge</u>  ♣ 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</p>	<p>With the support of a teacher, some geographical questions are asked and answered.</p> <p>Generally, some pertinent geographical questions are asked and answered.</p> <p>A good range of pertinent geographical questions are asked and answered.</p>	<p><b>Ask and answer geographical questions about the physical and human characteristics of a location.</b></p> <p><u>Human and physical geography</u></p> <p>♣ 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>There are some good examples of geographical questions about the characteristics of a location.</p> <p>A developing range of geographical questions are asked and answered accurately.</p> <p>Some very pertinent questions that uncover the nature of a location are asked and answered.</p>	<p><b>Collect and analyse statistics and other information in order to draw clear conclusions about locations</b></p> <p><u>Locational knowledge</u>  🗺 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</p>	<p>With support from a teacher, a range of statistics is collected and analysed and some conclusions about locations are drawn.</p> <p>A growing range of statistical and other information is selected and used to draw some conclusions about locations</p> <p>A wide range of statistical and other information is well chosen and used to draw pertinent conclusions about a location.</p>
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PLACES 2	<p><i>People, culture and communities:</i> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <ul style="list-style-type: none"> <li>• 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.</li> </ul> <p><i>The Natural World</i></p> <ul style="list-style-type: none"> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on</li> </ul>	<p><b>Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.</b></p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>♣ use basic geographical vocabulary to refer to:</li> <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>	<p>Guided by a teacher, the key features of a location are identified and described.</p> <p>There is a general understanding that different places have different characteristic features and that they can help to decide what sort of place it is.</p> <p>There is a good understanding and use of the characteristic features of different areas to identify what sort of place it is.</p>	<p><b>Explain own views about locations, giving reasons.</b></p> <p>?????????</p>	<p>When prompted, views about a location are generated with some use of geographical vocabulary to explain them</p> <p>.Geographical vocabulary is generally used to explain reasons for likes and dislikes about locations.</p> <p>Clear and well-chosen geographical vocabulary is used to explain likes and dislikes about locations</p>	<p><b>Identify and describe</b> how the physical features affect the human activity within a location.</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>📍 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</li> </ul> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>📍 describe and understand key aspects of:</li> <li>📍 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<p>There is some awareness that physical features of a location affect human activity and some examples are given.</p> <p>There is a growing awareness that a range of physical features affect human activity and a variety of good examples are given.</p> <p>A good awareness that many physical features and events influence human activity is used to describe the possibilities and limitations for human activity.</p>

	<p>their experiences and what has been read in class.</p> <ul style="list-style-type: none"> <li>• Understand some important processes and changes in the natural world around them, including the seasons.</li> </ul>					<p>📍 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</p>	
PLACES 3		<p><b>Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.</b></p> <p><b>NC: <u>Geographical skills and fieldwork</u></b></p> <p>♣ 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</p>	<p>With support from a teacher, there is an awareness of the countries of the United Kingdom, some of the continents, oceans and countries of the world.</p> <p><b>There is a growing knowledge of the countries of the United Kingdom and the continents, countries and oceans of the world.</b></p> <p>There is a good knowledge of the countries of United Kingdom, the world's continents and oceans and a rapidly growing knowledge of other countries around the world.</p>	<p><b>Use fieldwork to observe 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.</b></p> <p><b><u>Geographical skills and fieldwork</u></b></p> <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>	<p>Some fieldwork techniques are applied when investigating the local area.</p> <p><b>A growing range of fieldwork techniques are chosen and applied when investigating the local area.</b></p> <p>Competent use of well-chosen fieldwork techniques is applied to a range of studies of locations.</p>	<p><b>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.</b></p> <p><b><u>Geographical skills and fieldwork</u></b></p> <p>📍 use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>📍 use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>With support from a teacher, a range of geographical resources are used to give some details and opinions of the characteristic features of a location.</p> <p><b>Detailed descriptions and opinions of places justified by using a growing range of geographical resources.</b></p> <p>Highly detailed descriptions and well-reasoned opinions are developed by using appropriate geographical resources.</p>

<p>PLACES 4</p>	<p><b>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</b></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>♣ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li>♣ use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>	<p>With support from a teacher, simple fieldwork is carried out and the key human and physical features of the area surrounding the school are described.</p> <p>A growing use of simple fieldwork skills are used and the key physical and human features of the area surrounding the school are generally described well using some geographical vocabulary.</p> <p>Simple fieldwork techniques are chosen and the key physical and human features of the school are described well using geographical vocabulary.</p>	<p><b>Use a range of resources to identify the key physical and human features of a location</b></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> </ul>	<p>There is some awareness of the range of resources that can be used to investigate a place and to identify its characteristics.</p> <p>Resources are chosen in order to investigate and describe the characteristics of places</p> <p>.Well-chosen resources are selected to investigate places and describe, in some detail, their characteristic features.</p> <p>.2</p>	<p><b>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.</b></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>☒ 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.</li> </ul>	<p>With guidance from a teacher, different types of fieldwork are used to investigate and record details of places</p> <p>.Different types of fieldwork are chosen to investigate and record, in a number of ways, details of places</p> <p>.Different types of fieldwork are suggested and used to find specific details of a range of diverse places and to record and present findings in a variety of ways.</p>
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PLACES 5		<p><b>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</b></p> <p><b>NC:</b> <b>Locational knowledge</b> <b>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</b></p>	<p>With the support of a teacher, the four countries and capital cities of the United Kingdom are named and some of their characteristics described.</p> <p>The four countries and capital cities of the United Kingdom are named and there is a growing awareness of many of their characteristic features, which are used to identify similarities and differences.</p> <p>The four countries and capital cities of the United Kingdom are named and there is a good awareness of their characteristic features, which are used to create excellent comparisons</p>	<p><b>Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; understand how some of these aspects have changed over time.</b></p> <p><b>Locational knowledge:</b> <b>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</b></p>	<p>With some support from a teacher, knowledge of the counties and cities of the United Kingdom is revised and built upon and some key features of its regions explored.</p> <p>The names of the counties and major cities of the United Kingdom are identified and many of the key features of its regions described using geographical vocabulary.</p> <p>Fluent recall of the counties and major cities of the United Kingdom and a growing understanding of the nature of its regions are used to provide clear descriptions that include well-chosen geographical vocabulary</p>	<p><b>Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).</b> <b>Geographical skills and fieldwork</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world use 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>	<p>There are some good observations about the different representations of a location.</p> <p>A number of interesting and pertinent observations about various representations of locations are developed and explored.</p> <p>Some very insightful and well-thought out opinions of different representations of a place are presented and explored.</p>
PLACES 6		<p><b>Name and locate the world's continents and oceans.</b></p>	<p>With the support of a teacher, the world's continents and oceans are named.</p> <p>The world's continents and oceans are named</p>	<p><b>Name and locate the countries of Europe and identify their main physical and human characteristics</b></p>	<p>With the support of a teacher, some of the names of the countries in Europe and some of their characteristics are identified</p>	<p><b>Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical</b></p>	<p>Supported by structured activities, there is a growing knowledge of the world and how some</p>

		<p><b>Geographical skills and fieldwork</b></p> <p>♣ 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</p>	<p>accurately and there is some application of this knowledge in describing places</p> <p>.The world's continents and oceans are named accurately and well-reasoned descriptions of places in relation to them are provided END</p>	<p><b>Locational knowledge</b></p> <p>♣ 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</p>	<p>.A growing number of European countries are known and their characteristic features identified using geographical vocabulary</p> <p>.A large number of European countries are known and criteria are created to show similarities and differences between their characteristics END</p>	<p>features and land-use patterns; understand how some of these aspects have changed over time</p> <p><b>Locational knowledge</b></p> <p>📍 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</p>	<p>aspects have changed over time.</p> <p>There is a good awareness of a wide variety of places and features of the world and how some features have changed over time.</p> <p>There is an extensive and well-developed understanding of the world and some characteristic features of places. Similarities and differences are identified and used to create insightful comparisons, including those that chart changes over time.</p>
PLACES 7						<p>Name and locate the countries of North and South America and identify the main physical and human characteristics of a particular location.</p> <p><b>Locational knowledge</b></p> <p>📍 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</p>	<p>There is a growing awareness of the countries of North and South America and, with support, some key characteristics of particular location are described</p> <p>.</p> <p>There is a good awareness of the countries of North and South America and a growing depth of understanding of a particular location.</p> <p>There is a good awareness of the countries of North and South America and a deep understanding of a particular location. END</p>



<p>NC KEY STAGE 1</p>	<p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> name and locate the world's seven continents and five oceans</li> <li><input type="checkbox"/> name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><u>Place knowledge:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> </ul>	<p><u>Human and physical geography:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> </ul>	<p><u>Human and physical geography ctd:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> <li><input type="checkbox"/> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li><input type="checkbox"/> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> </li> </ul>	<p><u>Geographical skills and fieldwork:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 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</li> <li><input type="checkbox"/> use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p><u>Geographical skills and fieldwork ctd:</u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</li> <li><input type="checkbox"/> use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul>
<p>PATTERNS 1</p>	<p><b>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country</b></p> <p><u>Geographical skills and fieldwork</u></p> <ul style="list-style-type: none"> <li>♣ use world maps, atlases and globes to identify the United Kingdom and its countries, as well as</li> </ul>	<p>With the support of a teacher locations are compared and contrasted with the use of some geographical vocabulary</p> <p>.Some good comparisons, using geographical vocabulary, are applied to contrasting localities</p> <p>.Good criteria, and a good grasp of geographical vocabulary used in comparing locations with contrasting characteristic features.</p>	<p><b>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles and date/ time zones. Describe some of the characteristics of these geographical areas.</b></p> <p><u>Locational knowledge:</u></p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul>	<p>There is some awareness of the terms that can be used to describe geographical patterns.</p> <p>There is a good level of application of a growing range of terminology to describe geographical patterns.</p> <p>There is an excellent knowledge and well-chosen application of terminology to describe geographical patterns</p>	<p><b>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, and time zones (including day and night).</b></p> <p><u>Locational knowledge</u></p> <p>identify the position and significance of latitude, longitude, Equator, Northern</p>	<p>With some support, the geographical significance of some geographical features and zones are described.</p> <p>There is a growing understanding of, and some good descriptions of, the significance of geographical features and zones.</p> <p>There is an in-depth understanding of and some excellent descriptions of the significance of geographical features and zones</p>

		the countries, continents and oceans studied at this key stage		and time zones (including day and night) <u>Human and physical geography</u> ♣ 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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water		Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	
PATTERNS 2		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.  <u>NC:</u>	With support from a teacher, similarities and differences between countries are identified.  .Criteria are chosen from a list to help describe the similarities and differences between countries.  Well-reasoned criteria are created to describe the similarities and differences between countries.	Describe geographical similarities and differences between countries.	With support from a teacher, similarities and differences between countries are identified.  Criteria are chosen from a list to help describe the similarities and differences between countries  .Well-reasoned criteria are created to describe the similarities and differences between countries.	Understand some of the reasons for geographical similarities and differences between countries  <u>Human and physical geography</u> ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains,	With support, some reasons for geographical similarities and differences between countries are explored  .There is a growing understanding of some of the similarities and differences with some good examples provided  .There is a good understanding of a wide range of physical and human geographical similarities between

		<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul>		<p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> <li>♣ describe and understand key aspects of: <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> </li> </ul> <p><u>Place knowledge</u></p> <ul style="list-style-type: none"> <li>♣ 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</li> </ul>		<p>volcanoes and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <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> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> <li>📍 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</li> </ul>	<p>countries which are described very well</p>
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<p>PATTERNS 3</p>		<p><b>Identify land use around the school.</b></p> <p><u>Geographical skills and fieldwork</u></p> <p>♣ use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</p> <p><u>Geographical skills and fieldwork</u></p> <p>📏 use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical</p>	<p>With the support of a teacher, patterns of land use near the school are investigated</p> <p>.Patterns of land use are investigated and described using geographical language.</p> <p>Patterns of land use are investigated and described in detail using well-chosen geographical vocabulary.</p>	<p><b>Describe how the locality of the school has changed over time.</b></p> <p><u>Geographical skills and fieldwork</u></p> <p>♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>With the support of a teacher, some of the changes to the locality of the school over time are identified and described using some geographical language.</p> <p>Geographical language is selected to describe changes to the locality of the school over time</p> <p>.Careful vocabulary choices and well-reasoned areas for research are used to provide clear and interesting details of how the locality of the school has changed over time.</p> <p>END</p>	<p><b>Describe how locations around the world are changing and explain some of the reasons for change</b></p> <p><u>Human and physical geography</u></p> <p>📏 describe and understand key aspects of:</p> <p>📏 physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>📏 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</p>	<p>With support, changes within locations are described.</p> <p>There is a growing awareness of how some locations around the world are changing with some good explanations of the reasons for the changes</p> <p>.There is a broad understanding of many changes in locations around the world with an in-depth understanding of some of the changes, which are clearly explained.</p>
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		features of its surrounding environment.					
PATTERNS 4						<p><b>Describe geographical diversity across the world</b></p> <p><u>Place knowledge</u></p> <p>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</p>	<p>There is some awareness of geographical diversity and some good examples are given.</p> <p>There is a growing understanding of the range of geographical diversities that exist and some good examples are given</p> <p>Many types of diversity are understood and some are explained with a high degree of pertinent geographical description.</p>
PATTERNS 5						<p><b>Describe how countries and geographical regions are interconnected and interdependent.</b></p> <p><u>Place knowledge</u></p> <p>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</p>	<p>There is some awareness of how geographical regions are linked and some examples are given.</p> <p>There is a growing understanding of various links between geographical regions which are described well</p> <p>.A wide range of links between geographical regions are understood and described with a high level of accurate detail.</p>
SPARE NC?							

<p>COMMUNICAT E</p> <p>GEOGRAPHICA LLY 1</p>		<p><b>Use basic geographical vocabulary to refer to:</b> key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop.</p> <p><b>NC: Human and physical geography</b></p> <p>Use basic geographical vocabulary to refer to: key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather.</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop.</p>	<p>With the support of a teacher, some basic geographical features are identified and used to describe a place.</p> <p>A growing repertoire of geographical vocabulary is selected to describe places.</p> <p>A large repertoire of geographical vocabulary is carefully chosen to accurately and concisely describe the key characteristics of places.</p>	<p><b>Describe key aspects of:</b></p> <ul style="list-style-type: none"> <li>• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• human geography, including: settlements and land use.2</li> </ul> <p><u>Human and physical geography</u> <u>Human and physical geography</u></p> <p>☐ describe and understand key aspects of:</p> <p>☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>☐ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution</p> <p><u>Geographical skills and fieldwork</u></p> <p>☐ use maps, atlases, globes and digital/computer</p>	<p>With guidance from a teacher, some terminology is used to describe locations geographically.</p> <p>When reminded of the range of known geographical vocabulary, descriptions include a good level of detail</p> <p>.An in-depth understanding of geographical terms is well chosen to provide accurate and concise descriptions.</p>	<p><b>Describe and understand key aspects of:</b></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: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.</li> </ul> <p>☐ describe and understand key aspects of:</p> <p>☐ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>☐ 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</p>	<p>There is some awareness of the key physical and human geographical zones with some examples given.</p> <p>There is a growing understanding of some of the key physical and human geographical zones with some good examples given.</p> <p>There is a broad understanding of the key physical and geographical zones with an in-depth understanding of some.</p>
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				mapping to locate countries and describe features studied			
GEOGRAPHICALLY 2		<p>Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map</p> <p>☐ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>With support from a teacher, compass directions and locational language are used to describe places.</p> <p>Generally, compass directions are used accurately and locational language used appropriately to describe places.</p> <p>Compass directions and locational language are used fluently and accurately to describe places with judicious detail.</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.3</p> <p><u>Geographical skills and fieldwork</u></p> <p>☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>☐ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>With guidance from a teacher, position and direction is described using some detail and reference to the united Kingdom</p> <p>When reminded of the known ways to describe position and direction, a good range of terminology and reference points, including the United Kingdom and the continents of the world, is used.</p> <p>A very good understanding of the many ways to reference position and direction are carefully chosen to provide interesting descriptions that include reference to the United Kingdom, continents, oceans and major landmarks of the world. END</p>	<p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> <p><u>Geographical skills and fieldwork</u></p> <p>☐ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>☐ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>With support from a teacher, position and direction are described using a number of terms to demonstrate knowledge of the world.</p> <p>With increasing independence and application of terminology, knowledge of the world is described well.</p> <p>Fluent understanding of terminology and a good knowledge of many characteristic features of the world is used to give detailed descriptions of locations and patterns.</p>

GEOGRAPHICALLY 3		<p><b>Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).</b></p> <p><b>NC:</b></p> <p>☑ use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>	<p>With the support of a teacher, simple maps, keys and grid references are used.</p> <p>Simple maps that include keys and simple grid references are created in a number of contexts.</p> <p>Maps that include keys and simple grid references and a good level of detail are created for a wide variety of purposes.</p> <p>Choices of symbols for keys are well reasoned.</p> <p>END</p>	NONE	NONE	<p><b>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).</b></p> <p><u>Geographical skills and fieldwork</u></p> <p>☑ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>With guidance, maps that identify patterns are created.</p> <p>Through investigation, patterns are identified and depicted on maps.</p> <p>Through thorough investigation, a wide variety of patterns are investigated and depicted on maps.</p> <p>END</p>
KEY STAGE 2	<p><b>Locational knowledge:</b></p> <ul style="list-style-type: none"> <li>☐ 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</li> <li>☐ name and locate countries 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-</li> </ul>	<p><b>Locational knowledge ctd:</b></p> <p>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)</p>	<p><b>Place knowledge:</b></p> <ul style="list-style-type: none"> <li>☐ 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</li> </ul>	<p><b>Human and physical geography:</b></p> <ul style="list-style-type: none"> <li>☐ describe and understand key aspects of: <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> </li> </ul>	<p><b>Geographical skills and fieldwork:</b></p> <ul style="list-style-type: none"> <li>☑ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>☐ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</li> <li>☐ 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.</li> </ul>		



	use patterns; and understand how some of these aspects have changed over time					
<p><b>KEY STAGE 3 :</b> <u>Locational knowledge:</u></p> <p>☑ extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world to focus on Africa, Russia, Asia (including China and India), and the Middle East, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities</p>	<p><u>Place Knowledge:</u></p> <p>☑ understand geographical similarities, differences and links between places through the study of human and physical geography of a region within Africa, and of a region within Asia</p> <p><u>Human and physical geography:</u></p> <p>☑ understand, through the use of detailed place-based exemplars at a variety of scales,</p>	<p>the key processes in:</p> <p>☑ physical geography relating to: geological timescales and plate tectonics; rocks, weathering and soils; weather and climate, including the change in climate from the Ice Age to the present; and glaciation, hydrology and coasts</p> <p>☑ human geography relating to: population and urbanisation; international development; economic activity in the primary, secondary, tertiary and quaternary</p>	<p>sectors; and the use of natural resources</p> <p>☑ understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems</p>	<p><u>Geographical skills and fieldwork:</u></p> <p>☑ build on their knowledge of globes, maps and atlases and apply and develop this knowledge routinely in the classroom and in the field</p> <p>☑ interpret Ordnance Survey maps in the classroom and the field, including using grid references and scale, topographical and other thematic mapping, and aerial and</p>	<p>satellite photographs</p> <p>☑ use Geographical Information Systems (GIS) to view, analyse and interpret places and data</p> <p>☑ use fieldwork in contrasting locations to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information.</p>	
<p><b>NC RATIONALE:</b></p> <p><b>Purpose of study</b></p> <p>A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p><b>Aims</b></p> <p>The national curriculum for geography aims to ensure that all pupils:</p> <ul style="list-style-type: none"> <li>☐ 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</li> <li>☐ 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</li> <li>☐ are competent in the geographical skills needed to: <ul style="list-style-type: none"> <li>☐ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>☐ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>☐ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.</li> </ul> </li> </ul>						

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