National Curriculum 2014

Aims:

The National Curriculum for geography aims to ensure that all pupils:

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 actionsof 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

are competent in the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

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.

Key Stage 1	Key Stage 2
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Progression of Skills and Understanding: Location Knowledge

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Name and locate the world's seven continents and five oceans. Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		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. Name and locate counties and cities of the United Kingdom, geographical regions andtheir identifying human and physical characteristics, key topographical features (includinghills, mountains, coasts and rivers), and land-use patterns; and understand how some ofthese			

		aspects have changed over time. 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).			
Be aware of the image of the world on maps and globes and identify the UK within it.	Name and locate the World's seven continents and five oceans.	Locate the Countries of Europe (including Russia) and their major cities.	Look at the environmental regions, key physical and human characteristics of the countries and major cities of Europe.	Locate the countries of North America concentrating on their environmental regions, key physical and human characteristics and major cities, e.g. Grand Canyon, Washington DC, etc.	Locate the countries of South America concentrating on their environmental regions, key physical and human characteristics and major cities, e.g. Mach Picchu.
Name and locate the United Kingdom and its countries. Identify some characteristics of these countries, e.g. where they are located, well known features.	Name, locate and identify the capital cities of the UK and its surrounding seas. Identify some characteristics of these capital cities, e.g. landmarks.	Name and locate the counties and cities within the UK.	Identify geographical regions, human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) of the counties of the UK.	Identify land-use patterns across the counties and cities of the UK.	Understand how land use in the UK has changed over time.
		Identify the position and significance of the Arctic and Antarctic Circles.	Identify the position and significance of the Prime/Greenwich Meridian and time zones, link these with the time zone differences in Europe.	Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.	Identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn. Look at how this links to the UK's position to other countries of the world.
Progression of Skills and Understanding: Place Knowledge					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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.		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.			

Understand geographical similarities and differences through the study of the human and physical geography of a small area of the UK and a small area of a non-European country. (Link to human and physical geography section)	Understand geographical similarities and differences through the study of the human and physical geography of a small area of the UK and a small area of a non- European country. (Different regions to those studied at Y1). (Link to human and physical geography section)	Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European Country. (Link to human and physical geography section)	Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in a European Country. (A different region from Y3). (Link to human and physical geography section)	Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in North America. (Link to human and physical geography section)	Understand geographical similarities and differences through the study of the human and physical geography of a region of the UK and a region in North America. (Link to human and physical geography section)
Progression of Skills and Understanding: Human and Physical Geography					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
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. Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		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.			
Identify seasonal weather patterns in the United Kingdom.	Identify daily weather patterns in the United Kingdom. Know the location of hot and cold areas of the world in relation to the	Describe and understand key aspects of physical geography, including: rivers, mountains, and the water cycle	Describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes	Describe and understand key aspects of physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes,	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes

	Equator and the North and South Poles.				and earthquakes
Use basic geographical vocabulary to refer to key physical features, including: beach, forest, hill, mountain, sea, river, season and weather. Key human features, including: city, town, village, farm, house, office and shop. (Link to areas studied on Place knowledge)	Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. (Link to areas studied on Place knowledge)	Describe and understand key aspects of human geography, including: types of settlement. (Link to areas studied on Place knowledge)	Describe and understand key aspects of human geography, including: types of settlement and land use. (Link to areas studied on Place knowledge)	Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links. (Link to areas studied on Place knowledge)	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. (Link to areas studied on Place knowledge)

Progression of Skills and Understanding: Geographical Skills and Fieldwork					
Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes 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.					
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. Use simple compass directions (North, South, East and West) and locational and directional language for example, near and far; left and		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			

right, to describe the location of features and routes on a map. 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. 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.		the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.			
Communicate ideas through speaking, pictures, pictograms, labelled diagrams and maps. Use ICT to present ideas.	Record and present information/communicate findings in a variety of ways e.g. pictures, speech, writing, charts, maps and diagrams. Use ICT to handle and present data.	Communicate findings in ways appropriate to task/audience e.g. graphs to show results, views to local newspaper annotate photograph or map to describe what it shows, writing at length. Use ICT to handle data, access information, present findings etc.	Communicate findings in ways appropriate to task/audience e.g. show questionnaire results in a simple chart/bar graph, persuasive writing, annotations of photographs and maps, show information on map overlays – old and new, explain diagrams or graphs through annotation, writing at length. Use ICT to research evidence.	Communicate findings in ways appropriate to task/audience e.g. create pie charts or line graphs to represent data accurately, write at length describing the information. Use ICT to research evidence.	Communicate findings in ways appropriate to task/audience e.g. use e-mail to exchange information about locality with another school. Explain diagrams or graphs through annotation.
Use simple maps and atlases to identify the United Kingdom and its countries.	Use simple maps and atlases to identify the capital cities of the UK and its surrounding seas. Use simple globes to locate the World's seven continents and five oceans.	Use and interpret maps, globes, atlases and digital/compute mapping to locate countries and key features.	Use and interpret maps, globes, atlases and digital/computer mapping to describe physical and human features. Use and investigate maps, including OS	Use and interpret maps (including OS maps), globes, atlases and digital/computer mapping routinely in the classroom. Use and investigate maps with a range of	Use and interpret maps (including OS maps), globes, atlases and digital/computer mapping routinely in the classroom and during fieldwork. Use and investigate

			maps, with a range of scales. Use the content/index to locate position of location including page/co-ordinates.	scales.	maps with a range of scales.
Use locational and directional language e.g. near and far; left and right, to describe the location of features and routes. Use aerial photographs to recognise landmarks and basic features. Make a simple map to represent a journey taken, e.g. route to school, Little Red Riding Hood's journey through the forest.	Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map. Use plan perspectives to recognise landmarks and basic features. Use simple keys on maps. Devise a simple map with basic symbols used for a key, e.g. a plan of the local area.	Use four figure grid references. Recognise some point and line symbols on an OS map. Use a key to interpret symbols. Use the eight points of a compass.	Explore features on OS maps using six figure grid references. Use a key to make deductions about landscape, industry, features etc.	Continue to explore features on OS maps using six figure grid references.	Recognise most point, line and area symbols and locate them using six figure grid references.
Make simple field sketches. Use a camera. Use simple observational skills to study the geography of the school and its grounds.	Make simple field sketches. Use a camera. Observe and measure the key human and physical features of the school's surrounding environment/ local area.	Make more detailed fieldwork sketches/diagrams. Use fieldwork instruments e.g. camera, rain gauge. Record findings using a range of methods, for example sketches, maps, plan, graphs and digital technologies.	Make detailed fieldwork sketches/diagrams which begin to show understanding of pattern, movement and change.	Make detailed fieldwork sketches/diagrams which generally shows understanding of pattern, movement and change. Describe route and direction linking four/eight compass points with degrees on the compass.	Make detailed fieldwork sketches/diagrams which consistently shows understanding of pattern, movement and change. Describe route, direction and location linking eight/sixteen compass points with degrees on the compass.