

Geography – Phase 1

Working geographically aims

At an age-appropriate level, pupils should:

		<u>Covered</u>
	Develop their knowledge about the world.	
	Develop their knowledge about the United Kingdom.	
	Develop knowledge about their locality and where they live.	
	Understand basic subject-specific vocabulary relating to human and physical geography.	
	Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	

Locational knowledge - Pupil's should be taught to:

		<u>Covered</u>
	Name and locate the four countries and capital cities of the United Kingdom.	
	Identify characteristics of the four countries and capital cities of the United Kingdom (see Year 1 key vocabulary).	
	Use picture maps to follow a simple route.	

Place knowledge - Pupils should be taught to:

		<u>Covered</u>
	Understand geographical similarities and differences through studying the human geography of a small area in the United Kingdom (see key vocabulary).	
	Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom (see key vocabulary).	

Human and Physical geography - Pupils should be taught to:

		<u>Covered</u>
	Identify seasonal and daily weather patterns in the UK.	
	Begin to 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.	
	Begin to use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, port, office, harbour and shop.	

Geographical skills and fieldwork - Pupils should be taught to:

		<u>Covered</u>
	Begin to use world maps and globes to identify and discuss the United Kingdom and its countries.	
	Begin to use world maps and globes to identify and discuss the countries, seven continents and five oceans.	
	Use simple compass directions (North, South, East and West).	
	Begin to use aerial photographs to recognise and discuss basic human and physical features (see key vocabulary to support this).	
	Devise a simple map and use basic symbols for a key (with support).	
	Begin to use simple observational skills to study the geography (human/physical) of their school and its grounds.	

Year 1 key vocabulary

Human geography: city, town, village, factory, farm, house, port, office, harbour and shop
Physical geography: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
Subject-specific: countries, capital city, seasons, weather, Equator, North Pole, South Pole, United Kingdom, England, Ireland, Scotland, Wales, continents, oceans, North, South, East and West.

Geography – Phase 2

Working geographically aims

At an age-appropriate level, pupils should:

		<u>Covered</u>
	Develop their knowledge about the world.	
	Develop their knowledge about the United Kingdom.	
	Develop knowledge about their locality.	
	Understand basic subject-specific vocabulary relating to human and physical geography.	
	Begin to use geographical skills, including first-hand observation, to enhance their locational awareness.	

Locational knowledge - Pupil's should be taught to:

	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.	
	Name and locate the World's seven continents and five oceans.	

Place knowledge - Pupils should be taught to:

	Understand geographical similarities and differences through studying the human geography of a small area of the United Kingdom.	
	Understand geographical similarities and differences through studying the physical geography of a small area of the United Kingdom	
	Understand geographical similarities and differences through studying the human geography of a small area of a small area in a contrasting non-European country.	
	Understand geographical similarities and differences through studying the physical geography of a small area of a small area in a contrasting non-European country.	

Human and Physical geography - Pupils should be taught to:

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.	
Use basic geographical vocabulary to refer to key human features including: city, town, village, factory, farm, house, port, office, harbour and shop.	

Geographical skills and fieldwork - Pupils should be taught to:

Use world maps, atlases and globes to identify the United Kingdom and its countries.	
Use world maps, atlases and globes to identify countries, continents and oceans (studied at this key stage).	
Use simple compass directions (N, S, E and W) and locational and directional language (near and far; left and 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.	

Year 2 key vocabulary

Human geography: city, town, village, factory, farm, house, port, office, harbour and shop. Physical geography: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Subject-specific: countries, capital city, seasons, weather, Equator, North Pole, South Pole, United Kingdom, England, Ireland, Scotland, Wales, continents, oceans, seas, North, South, East and West, near, far, left and right, landmarks, symbols, key.

Geography – Phase 3

Working geographically aims

At an age-appropriate level, pupils should:

		<u>Covered</u>
	To extend their knowledge and understanding beyond the local area to include United Kingdom and Europe.	
	To extend their knowledge and understanding beyond the local area to include North and South America.	
	To recognise and further understand the location and characteristics of a range of the world's most significant human features.	
	To recognise and further understand the location and characteristics of a range of the world's most significant physical features.	
	To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	

Locational knowledge - Pupil's should be taught to:

	Locate the world's countries, using maps to focus on Europe (including the location of Russia).	
	Locate the world's countries, using maps to focus on North and South America.	

Place knowledge - Pupil's should be taught to:

	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	
	Use comparative vocabulary associated with themes or areas of study (steeper slope, higher than).	

Human and physical geography - Pupil's should be taught to:

	Describe and understand key aspects of physical geography, including: vegetation belts, mountains and volcanoes .	
	Describe and understand key aspects of human geography including land use (see Year 3 key vocabulary).	

Geographical skills and fieldwork - Pupil's should be taught to:

Use 8 points of the compass to build their knowledge of the United Kingdom and the wider world.	
Use maps, atlases, globes, geographical pictures, aerial photographs and digital/computer mapping to locate countries and describe the features studied.	
Begin to use symbols and keys (including the use of OS maps) correctly.	
Apply these geographical skills to follow more complex directions.	
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (sketch maps, plans and graphs, digital technology).	
Communicate and record findings and analyse evidence with help.	

Year 3 key vocabulary

<p>Key vocabulary from KS1.</p> <p>Physical geography: vegetation belts, mountains and volcanoes.</p> <p>Human geography including land use (e.g. urban, rural, residential, retail, offices, farming etc).</p> <p>United Kingdom, Europe, North and South America, Russia, steeper slope, higher than (comparative vocabulary), terminology relating to physical and human geography studied.</p>
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Geography – Phase 4

Working geographically aims

At an age-appropriate level, pupils should:

	<u>Covered</u>
To extend their knowledge and understanding beyond the local area to include United Kingdom and Europe, concentrating on their environmental regions.	<u>fb</u>
To extend their knowledge and understanding beyond the local area to include North and South America, concentrating on their environmental regions.	<u>ww</u>
To recognise and further understand the location and characteristics of a range of the world's most significant human features.	<u>fb</u>
To recognise and further understand the location and characteristics of a range of the world's most significant physical features.	<u>ww</u>
To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	<u>ww</u>

Locational knowledge - Pupil's should be taught to:

Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions.	<u>fb</u>
Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions.	<u>ww</u>
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere.	<u>ww</u>

Place knowledge - Pupil's should be taught to:

Understand geographical similarities and differences through the study of human geography of a region of the United Kingdom and a region in a European country.	<u>fb</u>
Understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country.	<u>fb</u>
Use of geographical vocabulary to describe and interpret similarities and differences between a region in the UK and a European country.	<u>fb</u>

Human and physical geography - Pupil's should be taught to:

Describe and understand key aspects of physical geography, including: biomes, climate zones, rivers and the water cycle.	<u>ww</u>
Describe and understand key aspects of human geography including land use and types of settlement (e.g. cities, towns, villages, hamlets)	<u>fb</u>

Geographical skills and fieldwork - Pupil's should be taught to:

Use the eight points of a compass to build their knowledge of the United Kingdom and the wider world.	<u>ww</u>
Correctly use symbols and keys (including the use of OS maps) to make maps.	<u>ww</u>
Follow more complex directions by applying their geographical skills.	<u>ww</u>
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	<u>fb</u>
Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (sketch maps, plans and graphs, digital technology).	<u>vg</u>
Gather information in a variety of ways to research information and answer questions (interviews, questionnaires, complex reference books, use of T.V/radio/online programmes)	<u>vg</u>
Communicate, record, begin to interpret and analyse evidence with help.	<u>vg</u>

Year 4 key vocabulary

<p>Key vocabulary from previous years.</p> <p>Physical geography: biomes, climate zones, rivers, water cycle.</p> <p>Human geography including land use (e.g. urban, rural, residential, retail, offices, farming etc.) and types of settlement (cities, towns, farms, hamlets)</p> <p>Key vocabulary relating to human and physical geography studied.</p> <p>United Kingdom, Europe, North and South America, Russia, latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, eight points of a compass, OS maps and symbols.</p>
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Geography – Phase 5

Working geographically aims

At an age-appropriate level, pupils should:

		<u>Covered</u>
	To extend their knowledge and understanding beyond the local area to include United Kingdom and Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities	
	To extend their knowledge and understanding beyond the local area to include North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	
	To recognise and further understand the location and characteristics of a range of the world's most significant human features.	
	To recognise and further understand the location and characteristics of a range of the world's most significant physical features.	
	To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	

Locational knowledge - Pupil's should be taught to:

	Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	
	Locate the world's countries, using maps to focus on 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, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns.	
	Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones.	

Place knowledge - Pupil's should be taught to:

	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.	
	Extend use of vocabulary to describe and interpret similarities and differences between a region in the UK and a European country and a region within North or South America.	

Human and physical geography - Pupil's should be taught to:

Use appropriate geographical vocabulary to formulate questions and informed opinions about geographical issues.	
Describe and understand key aspects of physical geography, including earthquakes .	
Describe and understand key aspects of human geography, including: types of settlement, land use and economic activity including trade links.	

Geographical skills and fieldwork - Pupil's should be taught to:

Introduce scale when making maps using agreed O.S symbols and key.	
Use four-figure grid references to build their knowledge of the United Kingdom and the wider world.	
Plan and use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods and appropriate equipment (sketch maps, aerial photographs, plans and graphs, digital technology).	
Communicate, record, interpret and analyse findings and evidence.	
Use relevant resources to locate countries, describe features studied and investigate geographical questions (maps, atlases, globes, digital/computer mapping, complex aerial photos, satellite images, photos, T.V/radio/online programmes).	
Gather information in a variety of ways to formulate questions and use relevant methods to record and analyse information (data handling/spreadsheet).	

Year 5 key vocabulary

<p>Key vocabulary from previous years.</p> <p>Physical geography: earth quakes (and relevant geographical terminology relating to these),</p> <p>Human geography: including land use (e.g. urban, rural, residential, retail, offices, farming etc.) and types of settlement (cities, towns, farms, hamlets) and economic activity including trade links.</p> <p>Key vocabulary relating to human and physical geography studied.</p> <p>Europe, United Kingdom, North and South America, Countries, major cities, topographical features, latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones, four-figure grid reference, O.S symbols.</p>	
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Geography – Phase 6

Working geographically aims

At an age-appropriate level, pupils should:

		<u>Covered</u>
	To extend their knowledge and understanding beyond the local area to include United Kingdom and Europe, North and South America.	
	To extend their knowledge and understanding beyond the local area to include North and South America.	
	To recognise and further understand the location and characteristics of a range of the world's most significant human features.	
	To recognise and further understand the location and characteristics of a range of the world's most significant physical features.	
	To develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.	

Locational knowledge - Pupil's should be taught to:

	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-use patterns; and understand how some of these aspects have changed over time	
	Follow a route on an O.S map and identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).	
	Introduce use of contours on a map.	

Place knowledge - Pupil's should be taught to:

	Draw conclusions and formulate further areas of enquiry when comparing geographical similarities and differences through the study of human and physical	
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geography of a region of the United Kingdom, a region in a European country and a region within North or South America.	
Extend the depth of geographical vocabulary used when investigating similarities and differences across different human and physical geographies in various regions.	

Human and physical geography - Pupil's should be taught to:

<p>Use of secondary sources to identify relevant geographical questions and issues 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>Secondary sources may include: aerial photos, satellite images, photos and pictures to support other images in an enquiry, complex reference books, newspapers, maps, atlases, globes and digital/computer mapping, T.V/radio/online programmes, gather information and interview relevant people.</p>	
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).	

Geographical skills and fieldwork - Pupil's should be taught to:

Use six-figure grid references 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 (sketch maps, plans and graphs, digital technology).	
Communicate on geographical issues in ways appropriate to the task and audience and analyse evidence and suggest further areas of enquiry.	

Year 6 key vocabulary

<p>Key vocabulary from previous years.</p> <p>Human geography: 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>Key vocabulary relating to human and physical geography studied.</p> <p>Europe, United Kingdom, North and South America, Countries, major cities, topographical features, latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night), six-figure grid reference, O.S symbols.</p>
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