

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 actions of 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.

In Foundation Stage

Pupils should be taught to:

- Know about similarities and differences in relation to places.
- Talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1

Pupils should be taught to:

Locational knowledge

- 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

Place knowledge

- 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

Human and physical geography

- 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

Geographical skills and fieldwork

- 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 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.

In Key Stage 2

Pupils should be taught to:

Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- 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
- 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)

Place knowledge

- 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

Human and physical geography

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

Geographical skills and fieldwork

- 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.

	Nursery Geographer	Reception Geographer	Year 1 Geographer	Year 2 Geographer
	<p>(30-50 months)</p> <p>Children:</p> <ul style="list-style-type: none"> • Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. (Snow, Rainbow) • Can talk about some of the things they have observed such as natural and found objects. (Snow, Rainbow) • Show care and concern for the environment. (Aall) <p>Adults:</p> <ul style="list-style-type: none"> • Use parents' knowledge to extend children's experiences of the world. • Arouse awareness of features of the environment in the setting and immediate local area, e.g. make visits to shops or a park. • Introduce vocabulary to enable children to talk about observations and to ask questions. <p>Environment:</p> <ul style="list-style-type: none"> • Use the local area to explore both the built and the natural environment. (snow, rainbow) • Provide opportunities to observe things closely through a variety of means, including magnifiers and photographs. • Provide play maps and small world equipment for children to create their own environments. <p><i>In nursery the child will be using geographical enquiry skills in their everyday play within their local environment throughout the year.</i></p>	<p>(40-60 months)</p> <p>Children:</p> <ul style="list-style-type: none"> • Look closely at similarities, differences, patterns and change. (Squirrels) • Know about similarities and differences in relation to places. (Squirrels, Are we there yet, Zebras) • Talk about the features of their own immediate environment and how environments might vary from one another. (Squirrels, Zebras) <p>Adults:</p> <ul style="list-style-type: none"> • Help children to notice and discuss patterns around them, e.g. rubbings from grates, covers, or bricks. • Use appropriate words, e.g. 'town', 'village', 'road', 'path', 'house', 'flat', 'temple' and 'synagogue', to help children make distinctions in observations. • Help children to find out about the environment by talking to people, examining photographs and simple maps and visiting local places. • Encourage children to express opinions on natural and built environments and give opportunities for them to hear different points of view on the quality of the environment. • Encourage the use of words that help children to express opinions, e.g. 'busy', 'quiet' and 'pollution'. <p>Environment:</p> <ul style="list-style-type: none"> • Give opportunities to record findings by, e.g. drawing, writing, making a model, photographing. • Provide stories that help children to make sense of different environments. (squirrels) • Provide stimuli and resources for children to create simple maps and plans, paintings, drawings and models of observations of known and imaginary landscapes. (are we there yet, zebras, squirrels) • Give opportunities to design practical, attractive environments, for example, taking care of the flowerbeds or organising equipment outdoors. <p><i>In reception the child will be using geographical enquiry skills in their everyday play within their local environment throughout the year.</i></p>	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Know where I live and tell someone my address. (MZ) • Know the names of the four countries in the United Kingdom and locate them on a map. (PCW) • Name the continents of the world and locate them on a map. (PCW, DP) <p>Place knowledge</p> <ul style="list-style-type: none"> • Know what I like and do not like about the place I live. (DP) <p>Human and physical geography</p> <ul style="list-style-type: none"> • Know about some of the main things that are in hot and cold places. (PCW) • Know how the weather changes throughout the year and name the seasons. (EW) • Know which clothes I would wear in hot and cold places. (PCW) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Know the four main directions on a compass are North; East, South and West. (MZ) • Keep a weather chart and answer questions about the weather. (All year) • Draw a simple map; with basic symbols in a key. (EW) • 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. (EW) 	<p>Locational knowledge</p> <ul style="list-style-type: none"> • Name the capital cities of England, Wales, Scotland and Northern Ireland. (SD) • Name the world's oceans and locate them on a map. (LA) • Point to the equator, North and South Pole on an atlas and globe. (LA) <p>Place knowledge</p> <ul style="list-style-type: none"> • Know what I like and do not like about a place that is different to the one I live in. (SD) • Describe a place outside Europe using geographical words. (LA) <p>Human and physical geography</p> <ul style="list-style-type: none"> • Know how jobs may be different in other locations. (SD) • Know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. (SD, LA) • Know about the facilities that a village, town and city may need and give reasons. (SD) • Know about some of the features of an island. (LA) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • Use the directional vocabulary: near; far; left; right to explain where a location is. (LA) • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. (BTT, LA) • 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. (SD)
	Nursery Geographer	Reception Geographer	Year 1 Geographer	Year 2 Geographer
Themes	<ul style="list-style-type: none"> • Why do you love me so much? (LM) • Where does snow go? (Sn) • Why can't I have chocolate for breakfast? (CB) • How many colours in a rainbow? (CR) • Can I have a dog? (D) 	<ul style="list-style-type: none"> • Do you want to be friends? (F) • Why do squirrels hide their nuts? (Sq) • Are we there yet? (Y) • Will you read me a story? (RS) • Why do zebras have stripes? (ZS) 	<ul style="list-style-type: none"> • Superheroes (S) • Enchanted Woodlands (EW) • Paws, Claws and Whiskers (PCW) • Dinosaur Planet (DP) • Moon Zoom (MZ) 	<ul style="list-style-type: none"> • Street Detectives (SD) • The Great Fire of London (GFL) • Baddies, Towers and Tunnels (BTT) • Land Ahoy (LA) • Scented Garden (SG)

	Year 3 Geographer	Year 4 Geographer	Year 5 Geographer	Year 6 Geographer
Progression and Assessment Criteria	<p>Locational knowledge</p> <ul style="list-style-type: none"> Know, name and locate the main countries and at least six cities in the UK. (UP) Know, name and locate the world oceans and continents. (T, F) Know about, locate and name some of the world's most famous volcanoes. (T) Name and locate many of the world's most famous rivers, including the Nile. (F) <p>Place knowledge</p> <ul style="list-style-type: none"> Know the geographical similarities and differences between cities in the UK. (UP) <p>Human and physical geography</p> <ul style="list-style-type: none"> Know why people may choose to live in or carry out activities in one place rather than another. (TT, UP) Know why people are attracted to live in cities. (TT, UP) Know about and describe the key aspects of earthquakes and volcanoes. (T) Know about the water cycle and the effect of weather on the environment. (F) Know about the formation and course of a river. (F) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Know how to use sketch maps and photographs to record and present the human and physical features in the local area. (TT, UP) Know how to use the eight points of a compass to locate a feature or place on a map. (TT, UP, F) Know how to use an atlas and digital technologies to find places. (UP, F) Use fieldwork to observe, measure and record a river profile. (F) Collect and measure information about the weather. (F) 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Know, name and locate at least six counties in the UK. (IW, TR) Know, name and locate the main rivers and mountains in the UK. (IW, TR, MMS) Know, name and locate at least 6 capital cities and countries in Europe, including Russia. (IW) Know about, name and locate many of the world's most famous mountainous regions. (MMS) <p>Place knowledge</p> <ul style="list-style-type: none"> Know why most cities are situated by rivers. (IW, TR) Understand geographical (human and physical) similarities and differences of two mountainous regions. (MMS) <p>Human and physical geography</p> <ul style="list-style-type: none"> Know about the formation of mountains. (MMS) Know about climate zones, biomes and vegetation belts in mountainous regions. (MMS) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Know how to use sketch maps and symbols for a key to record geographical features and places. (IW, TR) Know how to use four figure grid references and keys to locate features and places on a map. (TR, MMS) Know how to use an atlas and digital technologies to find and investigate places. (TR, MMS) Know how to use some basic Ordnance Survey map symbols and contour lines. (TR, MMS) 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Know, name and locate the main regions and key land use patterns in the UK. (A) Locate the Equator, Tropic of Cancer and the Tropic of Capricorn on a map. (P, A) Know whether a country is located in the Southern or Northern hemisphere. (P, A) Know the name of a number of countries and capital cities in the world, including Egypt. (P) <p>Place knowledge</p> <ul style="list-style-type: none"> Know the geographical similarities and differences between a place and human activity in the UK compared to one in Europe. (SM) Know how weather and climate affects human activities, including where food is grown. (A) <p>Human and physical geography</p> <ul style="list-style-type: none"> Know about how humans use land and affect environments linked to economic activity including trade and transport links, and the distribution of natural resources food, minerals and water. (P, A) Know the geographical similarities and differences of two contrasting agricultural regions. (A) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Know how to use detailed sketch maps and symbols for a key to record geographical features and places. (P, A) Know how to use Ordnance Survey symbols and six-figure grid references to locate features and places on a map (A). Know how to use an atlas and digital technologies to find, investigate and compare places. (P, A, SM) Know how to plan a journey from my town/city to another place in England. (SM) 	<p>Locational knowledge</p> <ul style="list-style-type: none"> Know, name and locate at least six countries and cities in North and South America. (HM) Locate the Artic and Antarctic Circle on a map. (FK) Locate the Greenwich meridian and know how time zones work and calculate time differences around the world. (FK, HM) <p>Place knowledge</p> <ul style="list-style-type: none"> Know why some cities and rural environments are similar and dissimilar in relation to their human and physical features. (HM) Know the geographical similarities and differences between places / biomes across the globe. (FK, HM) <p>Human and physical geography</p> <ul style="list-style-type: none"> Know how natural resources are distributed and the impact this has on human activity. (FK, HM) Know, name, locate and study world biomes and climate zones. (FK, HM) <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> Know how to use scaled sketch maps and symbols for a key to record geographical features and places. (HM, FK) Know how to use lines of longitude and latitude or grid references to locate features and places. (FK) Know how to use an atlas and digital technologies to find places and identify, describe and compare geographical features. (HM, FK) Ask and answer geographical questions and hypotheses using a range of fieldwork and research techniques. (FK, HM)
	Year 3 Geographer	Year 4 Geographer	Year 5 Geographer	Year 6 Geographer
Themes	<ul style="list-style-type: none"> Tremors (T) Tribal Tales (TT) Mighty Metals (MM) Urban Pioneers (UP) Gods and Mortals (GM) Flow (F) 	<ul style="list-style-type: none"> Burps, Bottoms and Bile (BBB) I am Warrior (IW) Traders and Raiders (TR) Potions (Po) Misty Mountain Sierra (MMS) Playlists (PI) 	<ul style="list-style-type: none"> Off with her head (OWH) Alchemy Island (AI) Pharaohs (Ph) Stargazers (S) Scream Machine (SM) Allotment (A) 	<ul style="list-style-type: none"> Darwin's Delights (DD) Blood Heart (BH) Frozen Kingdom (FK) Child's War (CW) Hola Mexico (HM)