



Geography programmes of study:
key stages 1 and 2 National curriculum in England

Purpose of study

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.

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 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.

Vocabulary (Key stage 1)

- North, east, south, west, compass, near, far, left, right, locality, continent, country, city, town, village, factory, farm, house, office, port, harbour, shop, capital, United Kingdom, Europe, similar, different, season, weather, Equator, North and South Pole, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, map, atlas, globe, aerial, photo, landmark, symbol

Vocabulary (Key stage 2)

- Human, physical, Russia, North and South America, environment, region, topographical, hill, mountain, cost, river, 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), similarity, difference, climate zones, biomes and vegetation belts, volcano, earthquake, the water cycle, trade, settlement, economy, energy, mineral, observe, measure

Additional Vocabulary

- Climate, weather, temperature, erosion, fertile, irrigation, meander, crop, trade, settlement, environment, abundance, scarcity, resources, habitat, adaptation, population, predator, prey, immigration

Progression of skills

Locational knowledge	YR	I can talk about the features of my own immediate environment I can talk about how environments might vary from one another (e.g. school, home village)
	Year 1	I can identify the UK on a map
	Year 2	I can name and locate the world's seven continents and five oceans I can name, locate and identify characteristics of the four countries I can name capital cities of the UK and its surrounding seas
	Year 3	Exposed to the world's countries, using maps Name and locate counties and cities of the United Kingdom and geographical regions Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
	Year 4	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 Use the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
	Year 5	Use in context, 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 Apply the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle
	Year 6	Make link between 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 Make links between 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)
	YR	I know about similarities and differences in relation to places

Place Knowledge	Year 1	I understand geographical similarities and differences through studying the human geography of a small area of the UK I understand geographical similarities and differences through studying the physical geography of a small area of the UK
	Year 2	I can understand geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country
	Year 3	Understand geographical similarities and differences through the study of human and physical geography of a region of the South America
	Year 4	Understand geographical similarities and differences through the study of human and physical geography of a region of a European country.
	Year 5	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 South America
	Year 6	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 in North or South America
Human and Physical geography	YR	I can use appropriate words (village, town, road, path, house, etc.)
	Year 1	I can identify seasonal and daily weather patterns in the UK I can use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) I can use basic geographical vocabulary to refer to key human features (city, town, factory, farm, office, port, harbour and shop)
	Year 2	I can locate hot and cold areas of the world in relation to the equator and the North and South Poles
	Year 3	Name key aspects of physical geography, including the water cycle Describe and understand key aspects of physical geography, including: land use and economic activity
	Year 4	Describe and understand key aspects of physical geography, including: water cycle and rivers. Describe and understand key aspects of physical geography, including: human geography, including: types of settlement
	Year 5	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts.
	Year 6	Describe and understand key aspects of physical geography, including: volcanoes and earthquakes. Describe and understand key aspects of physical geography, including: human geography, including: economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
Geographical skills and fieldwork	YR	I can examine photographs and simple maps I visit local areas
	Year 1	I can use locational and directional language (near, far, left, right) to describe the location of features and routes on a map I can devise a simple map I can use and construct basic symbols in a key I can use simple fieldwork and observational skills to study the geography of my school and its grounds I can use simple fieldwork and observational skills to study the key human features of its surrounding environment I can use simple fieldwork and observational skills to study the key physical features of its surrounding environment
	Year 2	I can use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents (Europe, Asia, Africa, Australasia, Antarctica, North America, South America) and oceans (Pacific, Arctic, Atlantic, Indian, Antarctic) studied at this key stage I can use simple compass directions (N, S, E, W) I can use aerial photographs I can plan perspectives to recognise landmarks I can plan perspectives to recognise basic human features

Year 3	<p>Begin to use maps, atlases, globes to locate countries and describe features studied</p> <p>Use the 8 points of a compass</p> <p>Begin to 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>
Year 4	<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 4- 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>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>
Year 5	<p>Use and apply maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the 8 points of a compass, 6-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>Use and apply 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>
Year 6	<p>Form discussions and make conclusions around maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use and apply the 8 points of a compass, 4- and 6-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>Draw conclusions upon fieldwork in which we have observed, measured, recorded and presented the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>