***Geography***

*Our goal for Geography education is that children develop knowledge and curiosity about the physical and human characteristics of the world, by developing:*

* Knowledge and **comparison** of diverse **locations**, people, resources, spaces and environments;
* Global Citizenship as we celebrate diversity, equality, rights and responsibilities.
* understanding and **interpretation** of the processes that cause and change the human and physical features of the world (including their own impact); and
* geographical enquiry skills.

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| **Subject Intent** | | | | | | |
| Progression | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Statements from EYFS document and National Curriculum | **Core Knowledge**  Knows the names of some of the major seas and landmarks they have studied.  Knows the approximate location of the major seas and landmarks they have studied and can locate them on a simple map [e.g. recognises the UK as England; confuses South America with Africa]  **Geographical understanding**  Uses basic physical geographical vocabulary mostly accurately, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Uses basic human geographical vocabulary mostly accurately, including: city, town, village, factory, farm, house, office, port, harbour and shop  Identifies human and physical characteristics and patterns [e.g. it rained on Monday so we said inside but it was sunny on Tuesday and we went out to play]  Identifies basic similarities and differences in the human and physical features of localities  **Enquiry skills**  Ask and answer simple questions about the geography they have studied.  Use locational and directional language [for example, near and far; left and right] when describing location and planning routes.  Recognise basic human and physical features from simple maps, aerial photographs and plan perspectives.  Devise a simple map  Use simple fieldwork and observational skills such as taking photographic evidence, recording soundscapes. | **Core Knowledge**  Recognises and names the major seas and landmarks they have studied.  Knows the locations of the major seas and landmarks they have studied and can locate them on a simple map.  **Geographical understanding**  Uses basic physical geographical vocabulary accurately, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather  Uses basic human geographical vocabulary accurately, including: city, town, village, factory, farm, house, office, port, harbour and shop  Identifies and describes human and physical characteristics and patterns [e.g. describes the conditions at the North Pole]  Identifies a wider range of similarities and differences in the human and physical features of localities.  **Enquiry skills**  Ask and answer simple questions about the geography they have studied [What is it like in this place?]  Use simple compass directions (North, South, East and West) when describing location and planning routes.  Recognise basic human and physical features from maps, globes and atlases, understanding that these can be indicated by a key  Devise maps, constructing basic symbols in a key  Use simple fieldwork and observational skills such as field sketches. | **Core Knowledge**  Name and locate the counties, geographical regions and cities of the UK that they have studied so far.  Describe the key human and physical characteristics of the UK regions studied, drawing on topological terminology such as hills, mountains, coasts and rivers.  Locate the countries of the world that they have studied so far on maps that are familiar to them.  Locate some global regions and describe their key human and physical features [e.g. Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles].  **Geographical understanding**  Start to associate geographical features with the human and physical processes' they have studied so far [the statutory human and physical processes' are outlined in the KS2 Coverage Age Level under Human and physical processes]  Identify and describe the similarities and differences between localities they have studied.  Identify similarities and differences in a locality that has changed over time.  **Enquiry Skills**  Ask and answer questions relating to the Year 3 expectations.  Locate and describe countries on maps, atlases, globes and digital / computer mapping using the 8 points of a compass.  Learn specific ways to observe and record the human and physical features in the local area using a range of methods including sketch maps and plans.  Present fieldwork findings about the human and physical features of the local area using a range of methods. | **Core Knowledge**  Name and locate some of the counties, geographical regions and cities of the UK.  Describe the key human and physical characteristics of some UK regions, drawing on topological terminology such as hills, mountains, coasts and rivers.  Locate countries of the world that they have studied on familiar maps and atlases.  Locate some global regions and compare and contrast their key human and physical features [e.g. Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circles].  **Geographical understanding**  Recognise aspects of a range of human and physical processes' from those studied so far [the statutory human and physical processes' are outlined in the KS2 Coverage Age Level under Human and physical processes]  Describe the similarities and differences between localities they have studied and know some reasons why places are different  Describe how a locality has changed over time.  **Enquiry skills**  Ask and answer questions relating to the Year 4 expectations.  Locate and describe countries on maps, atlases, globes and digital / computer mapping using the 8 compass points and 4 figure grid-references.  Learn specific ways in which to observe, measure and record the human and physical features in the local area using a range of methods [e.g. a rain gauge]  Present fieldwork findings about the human and physical features of the local area using a range of methods including graphs. | **Core Knowledge**  Name and locate a range of counties, geographical regions and cities of the UK.  Describe the key human and physical characteristics of a growing number of UK regions, including description of land use patterns.  Locate a growing number of countries on a range of maps and atlases, especially those in Europe (including Russia) and in North and South America.  Locate a wider range of global regions and begin to understand their significance [e.g. Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circles, longitude, latitude, Prime/Greenwich Meridian and time zones (including day and night)].  **Geographical understanding**  Begin to describe the human and physical processes' they have studied [the statutory human and physical processes' are outlined in the KS2 Coverage Age Level under Human and physical processes]  Compare and contrast localities and begin to explain their similarities and differences.  Begin to explain how a geographical region they have studied has changed over time.  **Enquiry skills**  Ask and answer questions relating to the Year 5 expectations.  Locate and describe countries using the 8 compass points and 4 figure grid-references on maps, including Ordinance Survey Maps, atlases, globes and digital / computer mapping.  Begin to choose an appropriate method of fieldwork in order to observe, measure and record the human and physical features in the local area.  Begin to choose an appropriate way of presenting fieldwork about the human and physical features of the local area. | **Core Knowledge**  Name and locate counties, the geographical regions and cities of the UK.  Describe the key human and physical characteristics of geographical regions of the UK, including description of land use patterns.  Know the key physical and human characteristics of Europe (including Russia) and North and South America.  Locate the world's countries using maps and atlases, especially those in Europe (including Russia) and in North and South America.  Locate the global regions listed and understand their significance [Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Artic and Antarctic Circles, longitude, latitude, Prime/Greenwich Meridian and time zones (including day and night)].  **Geographical understanding**  Describe a range of human and physical processes' they have studied [the statutory human and physical processes' are outlined in the KS2 Coverage Age Level under Human and physical processes]  Compare and contrast localities and explain why they are similar or different to one another.  Explain how a geographical region they have studied has changed over time.  **Enquiry skills**  Ask and answer questions relating to the Year 6 expectations.  Locate and describe countries using the 8 compass points and 6 figure grid-references on maps, including Ordinance Survey Maps, atlases, globes and digital / computer mapping.  Choose an appropriate method of fieldwork in order to observe, measure and record the human and physical features in the local area.  Decide how to present fieldwork findings about the human and physical features of the local area. |