

GEOGRAPHY – Programme of Study Objectives: Key Stages 1 and 2

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

KEY STAGE 1 & 2 – SUBJECT CONTENT for **GEOGRAPHY** (Statutory requirements)

	Key Stage 1	Key Stage 2
	<i>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.</i>	<i>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.</i>
Location 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	- 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 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
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	- 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 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.	- 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.

	 SUBJECT CONTENT for <i>GEOGRAPHY</i> (Statutory requirements) with Coverage of Being a <i>GEOGRAPHER</i> (KS1) <i>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.</i>	Year 1										Year 2							
		Who helps who?	What do artists do?	What is my hat made of?	How do we move around?	How does Blackhorse change?	Where is Blackhorse?	What grows near me?	What am I?	How could we play in different ways?	What might I do in the future?	How can we help?	What could my classroom be made of?	What did Brunel do for Great Britain?	What is home?	How are schools the same?	How do plants grow near me?	How do we live a healthy life?	How will we get around in the future?
Location knowledge	Children should:																		
	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: <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i>							✓								✓			✓
	use basic geographical vocabulary to refer to key human features, including: <i>city, town, village, factory, farm, house, office, port, harbour and shop</i>							✓								✓			✓
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) & locational & directional language [e.g. <i>near & far; left & right</i>], 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.						✓											✓	



Indicates objective as lead state of being



Indicates objectives are enhancing

 BLACKHORSE PRIMARY SCHOOL <i>Respect Pursue Excellence</i> CHAMPION LEARNERS	SUBJECT CONTENT for <i>GEOGRAPHY</i> (Statutory requirements) with Coverage of Being a <i>GEOGRAPHER</i> (LKS2) <i>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.</i>	Year 3						Year 4								
		What is the difference between surviving & being healthy?	How can we find out about people in the past?	What is underneath our feet?	Why did people travel in the past?	How do plants die?	How can you feel the force?	What does the darkness come from?	How can we switch off?	What is creativity?	Where does our water come from?	What should you flush down the loo?	Why do we live here?	Who stood here before us?	What's the difference between noise and sound?	Why are more people becoming vegetarian?
Location knowledge	Children should: locate the world's countries, using maps to focus on Europe (<i>including the location of Russia</i>) 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 (<i>including hills, mountains, coasts and rivers</i>), 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 (<i>including day and night</i>)				✓	✓		✓					✓			
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: <i>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>			✓		✓				✓			✓			
	describe and understand key aspects of human geography, including: <i>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i>								✓				✓			
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 (<i>including the use of Ordnance Survey maps</i>) 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												✓			



Indicates objective as lead state of being



Indicates objectives are enhancing

 BLACKHORSE PRIMARY SCHOOL <i>Aspire to Possess Possibilities</i> CHAMPION LEARNERS	SUBJECT CONTENT for <i>GEOGRAPHY</i> (Statutory requirements) with Coverage of Being a <i>GEOGRAPHER</i> (UKS2) <i>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.</i>	Year 5							Year 6							
		How can science help the homeless?	How can you show what you believe in?	What do forces actually do?	Who is trading with whom?	Where is our twin?	What does the Earth look like from the Solar System?	What makes a performance, great?	How are you helping to save the planet?	How are lives saved?	Who were the greater engineers: Victorians or Ancient Britons?	Where does our food really come from?	How do we all live together?	Linnaeus & Darwin: How are they connected?	Why are shadows important?	How big is our footprint?
Location knowledge	Children should: locate the world's countries, using maps to focus on Europe (<i>including the location of Russia</i>) 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 (<i>including hills, mountains, coasts and rivers</i>), 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 (<i>including day and night</i>)					✓	✓					✓				
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: <i>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</i>					✓										
	describe and understand key aspects of human geography, including: <i>types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</i>				✓	✓		✓				✓				✓
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 (<i>including the use of Ordnance Survey maps</i>) 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.				✓	✓										✓



Indicates objective as lead state of being



Indicates objectives are enhancing

KEY STAGE 1 & 2 – Skills Progression for **GEOGRAPHY** at Blackhorse Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location knowledge	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	- Locate the countries of Europe (<i>including the location of Russia</i>) using maps and atlases - Match some key landmarks to the country - Identify the position and significance of the Equator and the Tropics of Cancer and Capricorn - Locate the Equator on a map and draw conclusions about the climates of countries on the Equator and on the tropics - Analyse evidence and draw conclusions - Consider physical and human features and draw conclusions - Identify main trade and economy	- Locate the world's countries using maps and atlases - Identify the main capital cities of Europe - Name and locate cities of the United Kingdom - Locate some of the world's longest rivers, largest deserts and highest mountains - Identify the position and significance of the Northern and Southern Hemisphere	- Locate the main countries in Europe and North or South America, including locating and naming principles cities - Locate and label counties, cities, mountains and rivers of the UK - Compare land use maps of UK from the past and the present (history) - Compare two different regions in the UK (rural/urban) - Identify the position and significance of the Arctic and Antarctic Circle - Identify the position and significance the Greenwich Meridian - <i>link with time zones, night & day (science)</i>	- Use six figure grid references to identify countries and cities in the world, including different environmental regions such as the main mountain ranges and the longest rivers - Select the most appropriate map for different purposes e.g. <i>atlas to find a country but Google Earth to find a village</i> - Locate key physical and human characteristics. Relate these to the features to the locality e.g. <i>population sizes near tourist landmarks/rivers, transport links to mountains</i> - Identify position and significance of latitude and longitude using maps
Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom	- 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 - Use Uganda in Africa as a comparison	Locate the countries that the Amazon rainforest traverses	- Ask questions about and find out what affects the climate of countries studied - Make suggestions for the implications of global warming - Use photographic evidence to raise questions about living conditions in areas studied - Draw conclusions based on images and videos of places studied - Identify main differences between the regions studied	- Compare a region in the UK with [<i>a region in North or South America</i>] with significant differences and similarities - Locate largest urban areas on a map and use geographical symbols e.g. <i>contours to identify flattest and hilliest areas of the continent</i> - Ask questions e.g. <i>What is this landscape like? What is life like there?</i> - Identify and explain different views of people including themselves	- Reflect on the importance and value of the tourism industry in areas studied - Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics - Understand how both physical and human geography features may have changed over time

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Human and physical geography	- Identify seasonal and daily weather patterns in the United Kingdom - Use basic geographical vocabulary to refer to: - key physical features, including <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i>	- Identify seasonal and daily weather patterns in 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 <i>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</i> - key human features, including <i>city, town, village, factory, farm, house, office port, harbour and shop</i>	- Ask, research and explain questions - Relate land use and trade to settlements - Consider how land has changed - Consider whether the change in land use has been for the better	- Recognise the term physical geography Describe and understand key physical geography features: - of volcanoes & earthquakes - discuss how natural disasters affect human life Describe and understand key human geography features: - Look at pictures and label diagrams of different historical settlements over time - Produce pictures and own geographical diagrams - Ask and answer questions through own knowledge and self-conducted research, e.g. <i>what resources were used, why were they used</i> and compare	- Recognise the term human geography Describe and understand key physical geography features: - of coasts, rivers & the water cycle, including transpiration - use the language of rivers e.g. <i>erosion, deposition, transportation</i> - explain & present the process of rivers. - compare how river use has changed over time and research the impact on trade in history - research and discuss how water affects the environment, settlement, environmental change and sustainability. Describe and understand key human geography features: - of types of settlements in times studied - use maps, photographs and pictures to make comparisons contrast locations - discuss land use and draw conclusions for reasons of change based on human inhabitants and changing needs - explain and present the differences studied - Identify trade links around the world based (including between the UK and Europe) on a few chosen items e.g. <i>coffee, chocolate, bananas</i> - Discover where food comes from - Discuss and debate fair trade - Investigate the facts and join in a reasoned discussion - Generate solutions and promote ethically sound trade	- Explain the terms physical and human geography Describe and understand key physical geography features: - of mountains of the UK and those located across the world Describe and understand key human geography features: - Compare maps and aerial photographs of Bristol pre-war, post war and present day - Make comparisons and reflect on the reasons for the differences - Study population numbers throughout the course of World War Two and reflect on the reasons for changes - Study pictures of land use of places and times studied - Draw conclusions and develop informed reasons for the changes in land use - Research and present Britain's export trade - Reflect on the impact trade has on an area and generate ideas for cause and effect - Ask and answer the following geographical questions: <i>What are our main export businesses? Which countries do we trade with most? What may be the reasons for this? Why do we need to import from elsewhere? Where does Britain lead industry? Where does it not? What conclusions can be drawn?</i>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	● Use world maps, atlases and globes to identify the United Kingdom and its countries ● Use simple directional language, e.g. <i>near and far, left and right</i> ● Use simple fieldwork and observational skills to study the geography of the school grounds and key human and physical features of its surrounding environment	● Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied ● Use simple compass directions (North, South, East and West) and locational 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, using and constructing basic symbols in a key	● Use the eight points of a compass ● Begin to understand some of the symbols used on maps and atlases ● Locate the main features ● Make a map of the locality using appropriate ● Use data to make a comparison of weather in chosen areas	● Use maps, globes and digital/ computer mapping (Google maps) to locate countries and describe features studied ● Understand how geographical features are marked on a map, including tectonic plates ● Classify types of buildings on a map ● Use recognised symbols when using maps to mark local areas of interests ● Choose effective recording and presentation methods, e.g. <i>using tables to collect data</i> ● Present data in an appropriate way using keys to make the data clear ● Draw conclusions from data	● Confidently use maps/ atlases, globes and Google Earth ● Use atlases/ maps to describe and locate places using four figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK ● Ask geographical questions e.g. <i>How was the land used in the past? How has it changed? What made it change? How may it continue to change?</i> ● Look for evidence of the past river/ water use by visiting Bristol docks and harbour side ● Make observational field notes about land features ● Visit Bristol harbour side to locate and explain the main features ● Take photographs to support findings, e.g. showing different transport used in the area today which would not have been used during Victorian times ● Study pictures of the harbour side in Victorian times and compare and contrast ● Select a method to present the differences in transport in the area today ● Record measurement of river width/ depth	● Look at maps/ atlases on different scales and calculate scales on own maps ● Use atlases/ maps to describe and locate places using six figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build their knowledge of the UK ● Collate data collected and record it using data handling software to produce graphs and charts of the results, i.e. <i>Sainsbury's chocolate sales</i> ● Ask geographical questions e.g. <i>Where is the chocolate distributed? Where is it imported from? Do different regions have greater demand for certain bars?</i> ● Form and develop opinions e.g. <i>What is your favourite chocolate?</i> ● With the children's help, design and carry out a survey of the views of people, e.g. <i>What is your favourite chocolate bar? Carbon footprint?</i> ● Report on the effects of environmental change on themselves and others ● Debate deforestation using conscience alley ● Select methods for collecting, presenting and analysing data ● Analyse evidence and draw conclusions ● Be aware of their responsibility in the world, i.e. <i>carbon footprint, deforestation, sustainability</i>