

Our Geography Curriculum

Intention:

Our Vision for Geography is:

For all our pupils to develop curiosity about the world and its people and continue this curiosity in to their learning at secondary school and beyond.

For pupils to use this curiosity and understanding to build life skills and values relating to the vision and values of our school as well as care for the world – **care, courage and creativity**

For all our pupils have a good understanding and knowledge of globally significant places, including their location and both human and physical characteristics and for pupils to understand the how the characteristics of places are developed over time.

For all our pupils to be competent in key geographical skill such as collecting data, interpreting sources and communicating information.

Implementation:

Every class will study across three broad aspects of Geography: Local, UK and Worldwide across the two-year cycle. They will also learn skills and spatial sense. The local aspects ensure the skills and knowledge learnt relates to the pupil's area – making the learning meaningful. This links learning to concepts of community and our school vision within our community. UK aspects then broaden this knowledge. Worldwide aspects bring in deeper meaning, such as environment and people, as well as an understanding of different countries and continents which brings a greater understanding of culture and diversity. Each aspect has been mapped out over the course of a 2-year cycle, ensuring a progression of skills and knowledge with no gaps nor unnecessary repetition.

Throughout our curriculum, pupils will learn across our geographical concepts: **Space, Place, Climate and Landscape, Change over time, Interconnections and sustainable communities, Human geography and Physical geography**. We make links through our *'echoes and ripples'* looking back at prior learning and looking forward to future learning, using the concepts to support our learning over time and enabling us to make links, which helps us to remember what we have learnt.

Our Geography curriculum starts in our **Early Years**. Our pupils learn aspects of geography through the Development Matters curriculum but also through our own additions to this, ensuring pupils know what they need to know in the Early Years so they can access the next steps in KS1.

Our curriculum provides regular opportunities for deeper learning through enrichment activities, such as visits out and visitors in. Links are made to British Values as well as aspects of Religion and Culture, which support our understanding of diversity.

Impact: Our pupils receive a high-quality geography education which inspires them to be fascinated about the world and its people. Our curriculum equips pupils with knowledge about diverse places, people, resources and natural and human environments, together with the development of a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Our curriculum links their learning real-life experiences to draw on as well as subject specific concepts to support understanding. Key life skills are developed within the curriculum where possible to develop values, morals and empathy.



Geography Curriculum Map

Geography Curriculum Map								
	Geography within EYFS:		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	Understanding the World: People, Culture and Communities		Talk about members of their immediate family and community. Name and describe people who are familiar to them.		Recognise some similarities and differences between life in this country and life in other countries, e.g. China (<i>interconnections and sustainable communities</i>)	Understand that some places are special to members of their community. Draw information from a simple map. (<i>Place</i>)	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. (<i>Human</i>)	
	Understanding the World: The Natural World		Explore the natural world around them. Describe what they see, hear and feel whilst outside. (<i>Space</i>)	Understand the effects of the changing seasons on the natural world around them. (<i>Climate and landscape, change over time</i>)	Recognise some environments that are different to the one in which they live. (<i>physical</i>)	Begin to understand the need to respect and care for the natural environment and all living things.	Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	
	Geography specific learning		The physical differences between home and school – buildings, use of buildings, areas of the school site, what rooms are used for. (<i>Space</i>)	Use images of school and well-known places to identify them Know the name of the country we live in (<i>Space</i>)	Know that different places have different weather – e.g. hot and cold (<i>Climate and Landscape</i>) Look at a simple map of the world and find land and sea (<i>physical</i>)	Understand differences between Brook (as a rural village) and towns such as Ashford (busy, more houses, traffic etc.) (<i>Place, Human</i>)	Look at a simple map of the world and find land and sea Know that the world has different countries and seas (<i>physical</i>)	
Year	Objectives throughout the year	Cycle	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
SAPPLINGS - Yr1&2	<ul style="list-style-type: none"> ➤ I can use words such as near and far, left and right to talk about where things are. ➤ I can use basic geographical vocabulary to refer to physical features, including: beach, coast, forest, hill, mountain, sea, ocean, season and weather. 	Odd	Spatial sense - directional language <i>Our Locality</i> <i>Space, Human,</i>		The seven continents <i>Our World</i> <i>Space, Human, Physical</i>		UK geography <i>Our UK</i> <i>Space, Place, Climate and Landscape</i>	
			<ol style="list-style-type: none"> 1. Create a sketch map of the school using aerial views (including maps and satellite images). 2. Draw a plan of the classroom and use locational and directional language (near and far, left and right) to describe positions and routes. 3. Use and construct basic symbols to create a simple key. 	<ol style="list-style-type: none"> 1. Name and locate the world's seven continents. 2. Name and locate the world's five oceans. 3. Describe unique geographical attributes of each continent (including animals, plants, cities, landscape features and famous buildings). <ul style="list-style-type: none"> ➤ I can use a map to find some countries and oceans ➤ I can use world maps, atlases and globes to identify the United Kingdom and its countries, as 	<ol style="list-style-type: none"> 1. Use world maps, atlases and globes to identify the United Kingdom, its countries and some of their characteristics. 2. Name, locate and identify the capital cities of the United Kingdom and its surrounding seas. 3. Describe seasonal and daily weather patterns in the United Kingdom. 			



<ul style="list-style-type: none"> ➤ I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right ➤ I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ➤ I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ➤ I can ask simple geographical questions ➤ I can ask and answer simple geographical questions 	<ul style="list-style-type: none"> ➤ I can show I know about changes that are happening in the local environment e.g. at school ➤ I can link home with other places in my area. ➤ I can make simple maps and plans ➤ I can name, describe and compare places I know. ➤ I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. ➤ I can 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. ➤ 	<p>well as the countries, continents and oceans studied</p> <ul style="list-style-type: none"> ➤ I can name some continents and oceans ➤ I can name and place the world's seven continents and five oceans 	<ul style="list-style-type: none"> ➤ I can use an aerial photograph and use maps to identify coasts ➤ I can name, locate and identify characteristics of the seas surrounding the United Kingdom ➤ I can understand how some places are linked to other places e.g. roads, trains. ➤ I can name the four countries in the United Kingdom ➤ I can talk about how each country in the UK is similar and different ➤ I can talk about some of the things the UK do together ➤ I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied ➤ I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom
	<p>Even</p> <p>Spatial sense - maps and globes <i>Our Locality</i> <i>Space, Change over time, Human, Physical</i></p>	<p>Northern Europe <i>Our World</i> <i>Space, Place, Climate and Landscape, Human, Physical</i></p>	<p>UK geography - comparison with Mexico <i>Our World, Our UK</i> <i>Space, Place, Interconnections and sustainable communities, Human, Physical</i></p>
	<ol style="list-style-type: none"> 1. Use aerial photographs and plan perspectives to recognise landmarks and basic human/physical features of the school and Brook village. 2. Devise a simple map of the local area by construct basic symbols in a key. 3. Use simple compass directions (North, South, East and West). <ul style="list-style-type: none"> ➤ I can use simple maps of the local area. ➤ I can use simple observational skills to study the geography of the school and its grounds ➤ I can suggest ideas for improving the school environment ➤ I can link home with other places in my area. ➤ I can name, describe and compare places I know. ➤ I can describe seasonal weather changes <p>I can use simple fieldwork and observational skills to study the geography of my school and its</p>	<ol style="list-style-type: none"> 1. Use maps and globes to identify the location of cold areas of the world in relation to the North and South Poles. 2. Describe the climate and average weather conditions of Northern Europe (Scandinavia) and elements of physical and human geography (such as: vegetation, landscape, countries, languages spoken and settlements). 3. Identify how Northern Europe (Scandinavia) is different from the UK and illustrate the ways it is similar. <ul style="list-style-type: none"> ➤ I can use a map to find some countries and oceans ➤ I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied 	<ol style="list-style-type: none"> 1. Use maps and globes to identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. 2. Describe the climate and average weather conditions of Mexico and elements of physical and human geography (such as: vegetation, landscape, languages spoken and settlements). 3. Outline geographical similarities and differences between the human and physical geography of Kent and Mexico City. <ul style="list-style-type: none"> ➤ I can use a map to find some countries and oceans ➤ I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied ➤ I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United



			<p>grounds and the key human and physical features of its surrounding environment.</p>	<p>➤ I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p>	<p>Kingdom, and of a small area in a contrasting non-European country.</p> <p>➤ I can identify seasonal and daily weather patterns in the United Kingdom</p>
<p>YOUNG OAKS - Yr 3&4</p>	<p>➤ I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle.</p> <p>➤ I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office.</p> <p>➤ I can use and interpret maps, globes, atlases and digital mapping to find countries and key features.</p> <p>➤ I can use fieldwork instruments e.g. camera, rain gauge.</p> <p>➤ I can make more detailed fieldwork sketches/diagrams. I can ask and answer geographical questions, e.g. Describe the landscape. Why is it</p>	<p>Odd</p>	<p>Spatial sense - Mediterranean <i>Our World</i> <i>Space, Climate and Landscape, Interconnections and sustainable communities, Human</i></p> <p>1. Use the eight points of a compass to describe locations within Europe, focussing on the Mediterranean. 2. Use atlases, maps and online mapping to identify the countries of the Mediterranean. 3. Explain the features of the Mediterranean climate. 4. Explore the food grown, landscape and settlements of Mediterranean countries.</p> <p>➤ I can explore weather patterns around parts of the world ➤ I can show some sense of how places relate to each other</p>	<p>Eastern Europe <i>Our World</i> <i>Space, Place, Climate and Landscape, Interconnections and sustainable communities</i></p> <p>1. Locate Eastern European countries including Russia, using atlases, maps and online mapping. 2. Explore the features and landscapes of the Baltic and Balkan countries. 3. Describe the feature of key rivers and mountains in the region and their impact on human geography. 4. Compare the Mediterranean and Eastern Europe, including significant human and physical features.</p> <p>➤ I can show where countries are within Europe, including Russia. ➤ I can recognise the different shapes of continents. ➤ I can explain about weather conditions / patterns around the UK and parts of Europe. ➤ I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why. ➤ I can understand why there are similarities and differences between places</p> <p>➤ I can locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>	<p>Asia (China, India and Japan) <i>Our World</i> <i>Interconnections and sustainable communities, Change over time, Human</i></p> <p>1. Identify why volcanoes are formed in certain locations and different ways. 2. Describe and understand how mountains are formed, including the Himalayas and Everest. 3. Explain why and where earthquakes occur, including tsunamis. 4. Outline the development settlements along the Indus, Ganges, Yellow and Yangtze rivers.</p> <p>➤ I can show I know about the wider context of places - region, country. ➤ I can describe how people have been affected by changes in the environment. ➤ I can recognise that people have differing quality of life living in different locations and environments. ➤ I can explain how rivers erode, transport and deposit materials.</p> <p>➤</p>
		<p>Even</p>	<p>Spatial sense and UK geography (London and South-East)</p>	<p>Settlements and population <i>Our UK</i></p>	<p>UK Geography (South West England and Northern Ireland)</p>



	<p>like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?> I can communicate findings in appropriate ways.</p>		<p><i>Our Locality Space, Change over time, Human, Physical</i></p> <ol style="list-style-type: none"> 1. Name and locate counties and cities in the South-East of the United Kingdom. 2. Use symbols and keys to develop understanding of the South-East, including the use of Ordnance Survey maps. 3. Use fieldwork to record and present the human and physical features of the South-East. 4. Describe how land use has changed, including reclaimed land for farming. <ul style="list-style-type: none"> > I can explain how the locality is set within a wider geographical context. > I can show I know the physical and human features of my locality. > I can explain about weather conditions / patterns around the UK and parts of Europe. > I can point to where counties are within the UK and their key topographical features. > I can show I know features nearby and beyond the UK. 	<p><i>Interconnections and sustainable communities, Change over time, Human</i></p> <ol style="list-style-type: none"> 1. Understand the water cycle. 2. Describe key features of rivers and how they change over time. 3. Describe and understand types of settlements and land use, distinguishing between rural, urban and suburban. 4. Identify how green belts are used to control urban growth, examining population density. <ul style="list-style-type: none"> > I can explain about key natural resources e.g. water in the locality. > I can name and locate the cities of the UK. > I can describe human features of UK regions, cities and /or counties. 	<p><i>Our UK Space, Place, Interconnections and sustainable communities, Change over time, Human, Physical</i></p> <ol style="list-style-type: none"> 1. Name and locate counties and cities in the South-West and Northern Ireland of the United Kingdom. 2. Describe the impact of tourism on the human geography of the South-West. 3. Outline the impact of tides and wave erosion on the coastline of the South-West. 4. Identify the key features of physical geography in Northern Ireland. <ul style="list-style-type: none"> > I can understand the effect of landscape features on the development of a locality. > I can 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. > I can explain about the physical features of coasts and begin to understand erosion and deposition 	
<p>MIGHTY OAKS Yr 5&6</p> <ul style="list-style-type: none"> > I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. > I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links. 	<p>Odd</p>	<p>Spatial sense - 4 and 6 figure grid references and Africa <i>Our World Space</i></p>	<p>British Geography (Scotland and Wales) <i>Our UK Place, Interconnections and sustainable communities, Human, Physical</i></p>	<p>Mountains, volcanoes and earthquakes <i>Our World Climate and Landscape, Interconnections and sustainable communities, Change over time, Physical</i></p>	<p>North America - Climate zones, biomes and vegetation belts <i>Our World Space, Place, Climate and Landscape, Interconnections and sustainable communities, Physical</i></p>	<p>Local fieldwork study - Wye Downs and River Stour <i>Our Locality Climate and Landscape, Interconnections and sustainable communities, Change over time</i></p>
	<ol style="list-style-type: none"> 1. Use maps, atlases, globes and images to locate countries in the continent of Africa. 2. Describe the relative positions of countries and features using the eight points on a compass. 	<ol style="list-style-type: none"> 1. Describe the key physical features of the border regions, lowlands and uplands of Scotland. 2. Compare the formation of volcanic islands to Northern Europe and Japan. 3. Outline key physical 	<ol style="list-style-type: none"> 1. Identify the different layers of the Earth. 2. Explore the structure of oceanic and continental plates. 3. Outline different types of plate boundaries and their impact on physical geography. 	<ol style="list-style-type: none"> 1. Locate countries within North America, concentrating on the environmental regions, and key physical/human characteristics. 2. Describe the climate zones within North America and compare 	<ol style="list-style-type: none"> 1. Identify how relief maps are used to show changes in height. 2. Describe the impact of rock types, soil and land usage on the physical feature of the Wye Downs. 3. Explore how glacial formations have shaped the Wye Downs, including coombes such as the 'Devil's Kneading Trough'. 4. Use fieldwork to observe, measure, record and 	



<p>➤ I know and understand the meaning 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 can 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> <p>➤ I can use maps, charts etc. to support decision making about the location of places e.g. new bypass</p> <p>➤ I can 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 my knowledge of the United Kingdom and the wider world</p> <p>➤ I can use maps, atlases, globes and digital/computer mapping to locate</p>		<p>3. Read 4 figure grid references to locate countries and describe features.</p> <p>4. Read and give 6-figure grid references to describe positions of features.</p>	<p>features of Wales, including Snowdonia and the Brecon Beacons.</p> <p>4. Explore the human geography of Wales, including land use and resource distribution (coal, iron and steel works).</p> <p>➤ I can 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.</p>	<p>4. Describe the impact of plate tectonics on human activity and human geography.</p> <p>➤ I can 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.</p>	<p>these to other areas of the world (including Northern Europe and the Mediterranean).</p> <p>3. Outline the key climate features of different biomes.</p> <p>4. Identify vegetation belts and how they are adapted to suit the climate and features of different biomes.</p> <p>➤ I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences.</p> <p>➤ I can identify the physical characteristics and key topographical features of the countries within North America</p> <p>➤ I can understand about weather patterns around the World and relate these to climate zones</p> <p>➤ I can 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.</p>	<p>present the human and physical features of the Wye Downs.</p> <p>➤ I can 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.</p>
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	<p>countries and describe features studied.</p> <ul style="list-style-type: none"> ➤ I can ask and answer a range of geographical questions, considering opinions, research and facts. ➤ I can describe where a variety of places are in relation to physical and human features ➤ I can recognise the different shapes of countries. 	<p>Even</p>	<p>Spatial sense - latitude, longitude, Meridians and time zones</p> <p><i>Our World Space</i></p>	<p>British Geography (North East, North West, East Anglia, Midlands, Yorkshire and Humberside)</p> <p><i>Our Locality Climate and Landscape, Interconnections and sustainable communities, Change over time, Human</i></p>	<p>South America - comparing regions with the UK and Europe</p> <p><i>Our World Space, Place, Climate and Landscape, Interconnections and sustainable communities</i></p>	<p>Australia, New Zealand and the South Pacific - resource distribution</p> <p><i>Our World Space, Place, Interconnections and sustainable communities, Human, Physical</i></p>
			<ol style="list-style-type: none"> 1. Identify the position and significance of latitude and longitude. 2. Describe the importance of the Equator, Northern Hemisphere, Southern Hemisphere as lines of latitude. 3. Identify the tropics of Cancer and Capricorn, Arctic and Antarctic Circle and their link to solar cycles. 4. Identify the significance of the Prime/Greenwich Meridian as a line of longitude and link to time zones. <p>➤ I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p>	<ol style="list-style-type: none"> 1. Identify counties, national parks and industries in the North East, North West, East Anglia, Midlands, Yorkshire and Humberside. 2. Describe how glacial processes have shaped the Lake District. 3. Compare the features and land use (including tourism) of the Lake District and the Peak District. 4. Explore the human geography of the region, including land use and resource distribution (coal, iron and steel works), comparing to other regions where appropriate. <p>➤ I can understand how humans affect the environment.</p> <p>➤ I can explain about changes the to the World environment</p>	<ol style="list-style-type: none"> 1. Locate South America, concentrating on the environmental regions, key physical and human characteristics, countries and major cities. 2. Understand geographical features through the study of the physical geography of the South-East of England, tundra eco-regions in Finland, and the Amazon basin in Brazil. 3. Understand geographical features through the study of the human geography of these regions. 4. Understand geographical similarities and differences by comparing the human and physical features of these regions. 	<ol style="list-style-type: none"> 1. Locate the administrative states and cities of Australia. 2. Describe the distribution of natural resources in Australia, including coal, water and precious metals. 3. Compare land use and distribution of food in Australia and New Zealand. 4. Describe economic activity, trade links and the distribution of natural resources within the South Pacific, including a detailed study of the mining of phosphates in Nauru. <p>➤ I can 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.</p> <p>➤ I can understand how humans affect the environment.</p> <p>➤ I can explain about changes the to the World environment</p> <p>➤ I can understand why people seek to manage and sustain their environment.</p>



				<ul style="list-style-type: none"> ➤ I can understand why people seek to manage and sustain their environment. 	<ul style="list-style-type: none"> ➤ I can 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 	
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Skills and Knowledge Progression Sequence				
	EYFS	Year 1 and 2 (over 2-years)	Year 3 and 4 (over 2-years)	Year 5 and 6 (over 2-years)
Vocabulary	<ul style="list-style-type: none"> ➤ Talk about what they see, using a wide vocabulary ➤ Describe what they see, hear and feel whilst outside 	<ul style="list-style-type: none"> ➤ I can use words such as near and far, left and right to talk about where things are. ➤ I can use basic geographical vocabulary to refer to physical features, including: beach, coast, forest, hill, mountain, sea, ocean, season and weather. ➤ I can use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right ➤ I can use basic geographical vocabulary to refer to human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. ➤ I can use basic geographical vocabulary to refer to physical features, including: beach, cliff, coast, 	<ul style="list-style-type: none"> ➤ I can understand and use geographical terms such as meander, floodplain, location, industry, transport, settlement, water cycle. ➤ I can use basic geographical words such as cliff, ocean, valley, vegetation, soil, mountain, port, harbour, factory, office. 	<ul style="list-style-type: none"> ➤ I can understand and use a widening range of geographical terms such as climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ➤ I can understand and use a widening range of geographical terms such as urban, rural, land use, sustainability, tributary, trade links. ➤ I know and understand the meaning 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



		<p>forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>		
<p>Skills</p>	<ul style="list-style-type: none"> ➤ Know that a map is used to show a place ➤ Draw information from a simple map. 	<ul style="list-style-type: none"> ➤ I can use simple maps of the local area. ➤ I can make simple maps and plans ➤ I can use simple observational skills to study the geography of the school and its grounds ➤ I can use an aerial photograph and use maps to identify coasts ➤ I can use a map to find some countries and oceans ➤ I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment. ➤ I can 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. ➤ I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied 	<ul style="list-style-type: none"> ➤ I can use and interpret maps, globes, atlases and digital mapping to find countries and key features. ➤ I can use fieldwork instruments e.g. camera, rain gauge. ➤ I can make more detailed fieldwork sketches/diagrams. 	<ul style="list-style-type: none"> ➤ I can 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. ➤ I can use maps, charts etc. to support decision making about the location of places e.g. new bypass ➤ I can 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 my knowledge of the United Kingdom and the wider world ➤ I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<p>Local</p>	<ul style="list-style-type: none"> ➤ Begin to understand the need to respect and care for the natural environment and all living things ➤ Explore the natural world around them. <p>ELG:</p> <ul style="list-style-type: none"> ➤ Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps 	<ul style="list-style-type: none"> ➤ I can suggest ideas for improving the school environment ➤ I can show I know about changes that are happening in the local environment e.g. at school ➤ I can use an aerial photograph to identify our school ➤ I can understand how some places are linked to other places e.g. roads, trains. ➤ I can link home with other places in my area. ➤ I can name, describe and compare places I know. ➤ I can 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. 	<ul style="list-style-type: none"> ➤ I can explain how the locality is set within a wider geographical context. ➤ I can show I know the physical and human features of my locality. ➤ I can explain about key natural resources e.g. water in the locality. ➤ I can understand the effect of landscape features on the development of a locality. 	<ul style="list-style-type: none"> ➤ I can 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.



<p>UK</p>	<p>➤ Recognise some environments that are different from the one in which they live.</p> <p>ELG:</p> <p>➤ Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</p>	<p>➤ I can name the four countries in the United Kingdom</p> <p>➤ I can talk about how each country in the UK is similar and different</p> <p>➤ I can talk about some of the things the UK do together</p> <p>➤ I can name, describe and compare places I know</p> <p>➤ I can name, describe and compare places I know</p> <p>➤ I can show I know about changes that are happening in the local environment</p> <p>➤ I can name, locate and identify characteristics of the seas surrounding the United Kingdom.</p> <p>➤ I can describe seasonal weather changes</p> <p>➤ I can name, place and identify characteristics of the four countries and capital cities of the United Kingdom.</p> <p>➤ I can identify seasonal and daily weather patterns in the United Kingdom</p>	<p>➤ I can explain how the locality is set within a wider geographical context.</p> <p>➤ I can explain about weather conditions / patterns around the UK and parts of Europe.</p> <p>➤ I can name and locate the cities of the UK.</p> <p>➤ I can point to where counties are within the UK and their key topographical features.</p> <p>➤ I can describe human features of UK regions, cities and /or counties.</p> <p>➤ I can show I know features nearby and beyond the UK.</p> <p>➤ I can 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.</p> <p>➤ I can explain about the physical features of coasts and begin to understand erosion and deposition</p>	<p>➤ I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences.</p> <p>➤ I can describe where a variety of places are in relation to physical and human features</p> <p>➤ I can 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</p>
<p>World</p>	<p>➤ Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>➤ Recognise some similarities and differences between life in this country and life in other countries.</p> <p>ELG:</p> <p>➤ Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>➤ I can name some continents and oceans</p> <p>➤ I can name and place the world's seven continents and five oceans</p> <p>➤ I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>➤ I can 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.</p>	<p>➤ I can show where countries are within Europe, including Russia.</p> <p>➤ I can explain about weather conditions / patterns around the UK and parts of Europe.</p> <p>➤ I can show I know about the wider context of places - region, country.</p> <p>➤ I can show some sense of how places relate to each other</p> <p>➤ I can understand why there are similarities and differences between places</p> <p>➤ I can recognise the different shapes of continents.</p> <p>➤ I can explain how rivers erode, transport and deposit materials</p> <p>➤ I can recognise that people have differing quality of life living in different locations and environments.</p> <p>➤ I can explore weather patterns around parts of the world</p>	<p>➤ I can compare the physical features of a region of the UK and a region in North America, identifying similarities and differences.</p> <p>➤ I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including day and night</p> <p>➤ I can recognise the different shapes of countries.</p> <p>➤ I can identify the physical characteristics and key topographical features of the countries within North America</p> <p>➤ I can show I know about the wider context of places e.g. county, region and country.</p> <p>➤ I can locate the world's countries, using maps to focus on Europe (including Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p>



			<ul style="list-style-type: none"> ➤ I can describe how people have been affected by changes in the environment. ➤ I can communicate findings in appropriate ways. ➤ I can recognise that different people hold different views about an issue and can begin to understand some of the reasons why. 	<ul style="list-style-type: none"> ➤ I can 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. ➤ I can understand about weather patterns around the World and relate these to climate zones ➤ I can 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. ➤ I can understand how humans affect the environment. ➤ I can explain about changes the to the World environment ➤ I can understand why people seek to manage and sustain their environment.
<p>Questioning and understanding</p>	<ul style="list-style-type: none"> ➤ Continue developing positive attitudes about the differences between people. 	<ul style="list-style-type: none"> ➤ I can ask simple geographical questions ➤ I can ask and answer simple geographical questions 	<ul style="list-style-type: none"> ➤ I can ask and answer geographical questions, e.g. Describe the landscape. Why is it like this? How have people affected what it looks like? What do you think about that? What do you think it might be like if...continues?. 	<ul style="list-style-type: none"> ➤ I can ask and answer a range of geographical questions, considering opinions, research and facts.

Bold statements are key stage end points