



Geography KS 1

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.

Lessons follow the Kapow Primary Scheme of Work and ensure that skills and subject knowledge build upon previous learning.

At Dane Ghyll Community Primary School pupils will be taught:

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 as well as 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.

Geography – KS1

Year 1

What is it like here?

Children will be:

- Locating where they live on an aerial photograph and recognising local feature.
- Creating maps using classroom objects before drawing simple maps of the school grounds.
- Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.

Year 2

Would you prefer to live in a hot or cold place?

Children will be:

- Introduced to the basic concept of climate zones and mapping out hot and cold places globally.
- Looking at features in the North and South Poles and Kenya.
- Comparing weather and features in the local area.
- Learning the four compass points.
- Learning the names and locating the continents of our world.

What is the weather like in the UK?

Children will be:

- Looking at the countries and cities that make up the UK
- Keeping a daily weather record
- Finding out more about hot and cold places in the UK.

What is it like to live in Shanghai?

Children will be:

- Using a world map to start recognising continents, oceans and countries outside the UK with a focus on China.
- Children identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use.
- Comparing the human and physical features of Shanghai to features in the local area
- Making a simple map using data collected through fieldwork.

Why is our world wonderful?

Children will be:

- Learning about the world's wonders
- Learning the names and locations of the world's oceans
- Considering what is unique about the local area.

What is it like to live by the coast?

Children will be:

- Naming and locating continents and oceans of the world
- Revisiting countries and cities of the UK and surrounding seas.
- Learning about the physical features of the Jurassic Coast and how humans have interacted with this, including land use and tourism.

Key Skills Progression

Over the year, children will develop the following skills:

- Locating two of the world's seven continents on a world map.
- Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.
- Showing on a map which continent they live in
- Locating the four countries of the United Kingdom (UK) on a map.
- Showing on a map which country they live in and locating its capital city.
- Naming some key similarities and differences between their local area and a small area of a contrasting non-European country.
- Describing how the weather changes with each season in the UK.
- Describing the daily weather patterns in their locality.
- Confidently using the vocabulary 'season' and 'weather'.
- Recognising some physical and human features in their locality
- Asking and answering simple questions about the features of their school and school grounds
- Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.
- Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.
- Using an atlas to locate the UK.
- Beginning to use an atlas to locate the four capital cities of the UK.

Over the year, children will develop the following skills:

- Locating all the world's seven continents on a world map.
- Locating the world's five oceans on a world map.
- Showing on a map the oceans nearest the continent they live in.
- Locating the surrounding seas and oceans of the UK on a map of this area .
- Locating the capital cities of the four countries of the UK on a map of this area.
- Identifying characteristics (both human and physical) of the four capital cities of the UK.
- Showing on a map Barrow-in-Furness where they live in relation to their capital city.
- Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country.
- Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country.
- Describing what physical features may occur in a hot place in comparison to a cold place.
- Locating some hot and cold areas of the world on a world map.
- Locating the Equator and North and South Poles on a world map.
- Locating hot and cold areas of the world in relation to the Equator and the North and South poles.

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| <ul style="list-style-type: none"> • Using directional language to describe the location of objects in the classroom and playground. • Using directional language to describe features on a map in relation to other features (real or imaginary). • Responding to instructions using directional language to follow routes. • Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. • Recognising local landmarks on aerial photographs . • Recognising basic human and physical features on aerial photographs. • Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. • Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. • Adding labels to sketch maps. • Using simple picture maps and plans to move around the school. | <ul style="list-style-type: none"> • Describing the key physical features of a coast using subject specific vocabulary. • Describing and understanding the differences between a city, town and village. • Describing the key human features of a coastal town using subject specific vocabulary. • Recognising there are different ways to answer a question. • Discussing the features they see in the area surrounding their school when on a walk. • Asking and answering simple questions about human and physical features of the area surrounding their school grounds. • Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. • Classifying the features they notice into human and physical with teacher support. • Taking digital photographs of geographical features in the locality. • Making digital audio recordings when interviewing someone. • Presenting data in simple tally charts or pictograms and commenting on what the data shows. • Asking and answering simple questions about data. • Recognising why maps need a title. • Using an atlas to locate the four capital cities of the UK. • Using a world map, globe and atlas to locate all the world's seven continents and the world's five oceans. • Using locational language and the compass points (N, S, E, W) to describe the location of features and a route on a map. • Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds and then follow a prepared route. • Recognising landmarks of a city studied on aerial photographs and plan perspectives. • Recognising human and physical features on aerial photographs and plan perspectives. • Drawing a map and using class agreed symbols to make a simple key. • Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. • Finding a given OS symbol on a map with support. • Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). |
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Geography KS 2

Pupils should extend their knowledge and understanding beyond the local area focus of Key Stage One 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.

Lessons follow the Kapow Primary Scheme of Work and ensure that skills and subject knowledge build upon previous learning.

At Dane Ghyll Community Primary School pupils will be taught the following skills:

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.

Geography – KS2

Year 3	Year 4	Year 5	Year 6
<p>Who lives in Antarctica? Children will be:</p> <ul style="list-style-type: none"> • Learning about how latitude and longitude link to climate and • Learning about the physical and human features of polar regions with links to the explorer, Shackleton. <p>Are all settlements the same? Children will be:</p> <ul style="list-style-type: none"> • Exploring different types of settlements, land use, and the difference between urban and rural. • Describing the different human and physical features in their local area • Making land use comparisons with New Delhi. <p>Why do people live near volcanoes? Children will be:</p> <ul style="list-style-type: none"> • Learning that the Earth is constructed in layers, and the crust is divided into tectonic plates. • Studying the formation and distribution of mountains, volcanoes and earthquakes • Identifying how human interaction shapes a volcanic landscape. 	<p>Why are rainforests important to us? Children will be:</p> <ul style="list-style-type: none"> • Developing an understanding of biomes, ecosystems and tropics • Mapping features of the Amazon rainforest and learning about its layers • Investigating how communities in Manaus use the Amazon's resources • Discussing the global human impact on the Amazon • Carrying out fieldwork to compare and contrast two types of forest <p>Where does our food come from? Children will be:</p> <ul style="list-style-type: none"> • Looking at the distribution of the world's biomes and mapping food imports from around the world • Learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans • Exploring where the food for school dinners comes from and the argument of 'local versus global'. <p>What are rivers and how are they used? Children will be:</p> <ul style="list-style-type: none"> • Learning about rivers and their place in the water cycle • Learning the names and locations of major rivers and how they are used. 	<p>What is life like in the Alps? Children will be:</p> <ul style="list-style-type: none"> • Considering the climate of mountain ranges and why people choose to visit the Alps • Focusing on Innsbruck and looking at the human and physical features that attract tourists • Investigating tourism in the local area and mapping recreational land use • Presenting findings to compare the Alps to our locality. <p>Would you like to live in the desert? Children will be:</p> <ul style="list-style-type: none"> • Exploring hot desert biomes <p>Learning about the physical features of a desert and how humans interact with this environment.</p> <p>Why does population change? Children will be:</p> <ul style="list-style-type: none"> • Investigating why certain parts of the world are more populated than others • Exploring birth and death rates • Discussing social, economic and environmental push and pull factors • Learning about the population in Britain and its impacts. 	<p>Where does our energy come from? Children will be:</p> <ul style="list-style-type: none"> • Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment. <p>Why do oceans matter? Children will be:</p> <ul style="list-style-type: none"> • Exploring the importance of our oceans and how they have changed over time with a focus on the Great Barrier Reef, • Addressing issues with climate change and pollution. <p>Can I carry out an independent enquiry? Children will be:</p> <ul style="list-style-type: none"> • Observing, measuring, recording and presenting their own fieldwork study of the local area.

Key Skills Progression

Over the key stage, children will develop the following skills:

- Locating some countries in Europe and North and South America using maps.
- Locating some major cities of the countries studied.
- Locating some key physical and human features in countries studied on a map including significant environmental regions.
- Locating the world's most significant mountain ranges on a world map and identifying any patterns.
- Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.
- Locating some of the world's most significant rivers and identifying any patterns.
- Locating some counties and cities in the UK local to Barrow-in-Furness.
- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.
- Beginning to locate the twelve geographical regions of the UK.
- Identifying how topographical features studied have changed over time using examples.
- Describing how a locality has changed over time, giving examples of both physical and human features.
- Finding the position of the Equator and describing how this impacts our environmental regions.
- Finding lines of latitude and longitude on a globe and explaining why these are important.
- Identifying the position of the Tropics of Cancer and Capricorn and their significance.
- Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.
- Identifying the position and significance of both the Arctic and Antarctic Circle.
- Describing and beginning to explain similarities and differences between two regions studied.
- Describing how and why humans have responded in different ways to their local environments.
- Discussing how climates have an impact on trade, land use and settlement.
- Explaining what measures humans have taken in order to adapt to survive in cold places.

Over the key stage, children will develop the following skills:

- Locating more countries in Europe and North and South America using maps.
- Locating major cities of the countries studied.
- Locating key physical and human features in countries studied on a map.
- Identifying significant environmental regions on a map.
- Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.
- Locating counties and cities in the UK.
- Locating the twelve geographical regions of the UK.
- Identifying key physical and human characteristics of the geographical regions in the UK.
- Understanding how land-use has changed over time using examples.
- Explaining why a locality has changed over time, giving examples of both physical and human features.
- Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance.
- Using longitude and latitude when referencing location in an atlas or on a globe
- Describing and explaining similarities between two environmental regions studied.
- Describing and explaining differences between two environmental regions studied.
- Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.
- Understanding how climates impact on trade, land use and settlement.
- Explaining how humans have used desert environments.
- Using maps to explore wider global trading routes.
- Describing and understanding the key aspects of the six biomes and of the six climate zones.
- Understanding some of the impacts and causes of climate change.
- Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.
- Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.
- Describing and understanding economic activity including trade links.
- Suggesting reasons why the global population has grown significantly in the last 70 years.

- Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.
- Mapping and labelling the six biomes on a world map.
- Understanding some of the causes of climate change.
- Describing how physical features, such as mountains and rivers are formed, where they are located and why volcanoes and earthquakes occur.
- Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.
- Describing how humans use water in a variety of ways.
- Describing and understanding types of settlement and land use.
- Explaining why a settlement and community has grown in a particular location.
- Explaining why different locations have different human features.
- Explaining why people might prefer to live in an urban or rural place.
- Describing how humans can impact the environment both positively and negatively, using examples.
- Beginning to use maps at more than one scale.
- Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied .
- Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied.
- Using the scale bar on a map to estimate distances.
- Finding countries and features of countries in an atlas using contents and index.
- Zooming in and out of a digital map
- Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using 4-figure grid references to locate features on a map in regions studied.
- Beginning to locate features using the 8 points of a compass.
- Using a simple key on their own map to show an example of both physical and human features.
- Following a route on a map with some accuracy.
- Saying which directions are N, S, E, W on an OS map.
- Making and using a simple route on a map.
- Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.

- Describing the 'push' and 'pull' factors that people may consider when migrating.
- Understanding the distribution of natural resources both globally and within a specific region or country studied.
- Recognising geographical issues affecting people in different places and environments.
- Describing and explaining how humans can impact the environment both positively and negatively, using examples.
- Confidently using and understanding maps at more than one scale.
- Using atlases, maps, globes and digital mapping to locate countries studied and describe and explain physical and human features in countries studied.
- Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).
- Using the scale bar on a map to calculate distances.
- Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.
- Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.
- Beginning to use thematic maps to recognise and describe human and physical features studied.
- Using models and maps to talk about contours and slopes.
- Selecting a map for a specific purpose.
- Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.
- Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied.
- Confidently locating features using the 8 points of a compass.
- Following a short pre-prepared route on an OS map.
- Identifying the 8 compass points on an OS map.
- Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

