

**GEOGRAPHY KNOWLEDGE, SKILLS & UNDERSTANDING**

***Churchfield Primary School***

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**National Curriculum Content**

**Purpose of Study & Aims**

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**

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.

Pupils should be taught to:

#### 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
* 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.

**Key Stage 2**

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.

Pupils should be taught to:

#### 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.

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| **YEAR 1 GEOGRAPHY** | | | |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
| * Can they say what they like about their locality? * Can they sort things they like and don’t like? * Can they answer some questions using different resources, such as books, the internet and atlases? * Can they think of a few good questions to ask about a locality? * Can they answer questions about the weather? * Can they keep a weather chart? * Can they answer questions   using a weather chart?   * Can they make plausible predictions about what the weather may be like later in the day or tomorrow? | * Can they tell someone their address? * Can they explain the main features of a hot and cold place? * Can they describe a locality using words and pictures? * Can they explain how the weather changes with each season? * Can they name key features associated with a town or village, eg, church, farm, shop, house? * Can they name key features associated with a town or village, eg, factory, detached house, semi- detached house, terrace house? | * Can they begin to explain why they would wear different clothes at different times of the year? * Can they tell something about the people who live in hot and cold places? * Can they explain what they might wear if they lived in a very hot or a very cold place? * Can they name different jobs that people living in their area might do? | * Can they identify the four countries making up the United Kingdom? * Can they name some of the main towns and cities in the United Kingdom? * Can they point out where the equator, north pole and south pole are on a globe or atlas? * Can they name a few towns in the south and north of the UK? |

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| **YEAR 2 GEOGRAPHY** | | | |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
| * Can they label a diagram or photograph using some geographical words? * Can they find out about a locality by using different sources of evidence? * Can they find out about a locality by asking some good questions to someone else? * Can they say what they like and don’t like about their locality and another locality like the seaside? * Can they make inferences by looking at a weather chart? * Can they make plausible predictions about what the weather may be like in different parts of the world? | * Can they describe some physical features of a locality? * Can they explain what makes a locality special? * Can they describe some places which are not near the school? * Can they describe a place outside Europe using geographical words? * Can they describe some of the features associated with an island? * Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? * Can they find the longest and shortest route using a map? * Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? | * Can they describe some human features of a locality, such as the jobs people do? * Can they explain how the jobs people do may be different in different parts of the world? * Do they think that people ever spoil the area? How? * Do they think that people try to make the area better? How? * Can they explain what facilities a town or village might need? * Can they explain how the weather affects different people? | * Can they name the continents of the world and find them in an atlas? * Can they name the world’s oceans and find them in an atlas? * Can they name the main cities of England, Wales, Scotland and Ireland? * Can you find where they live * on a map of the UK? * Can they locate some of the world’s major rivers and mountain ranges?   Can they point out the North, South, East and West associated with maps and compass? |

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| **YEAR 3 GEOGRAPHY** | | | |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
| * Do they use correct geographical words to describe a place and the things that happen there? * Can they identify key features of a locality by using a map? * Can they begin to use a 4   figure grid references?   * Can they accurately plot NSEW on a map? * Can they make accurate measurement of distances within 100Km? * Can they work out how long it would take to get to a given destination taking account of the mode of transport? | * Can they use maps and atlases appropriately by using contents and indexes? * Can they confidently describe physical features in a locality? * Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? * Can they explain why a locality has certain physical features? * Can they describe the main features of a village? * Can they describe the main physical differences between cities and villages? | * Can they confidently describe human features in a locality? * Can they explain why a locality has certain human features? * Can they explain why a place is like it is? * Can they explain how people’s lives vary due to weather? * Can they explain why people may choose to live in a village rather than a city? | * Can they name a number of countries in the Northern Hemisphere? * Can they name and locate some well-known European countries? * Can they name and locate the capital cities of neighbouring European countries? * Can they name the two largest seas around Europe? * Can they locate the USA and Canada on a world map and atlas? * Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles? |

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| **YEAR 4 GEOGRAPHY** | | | |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
| * Can they find the same place on a globe and in an atlas? * Can they label the same features on an aerial photograph as on a map? * Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? | * Can they describe the main features of a well-known city? * Can they use appropriate symbols to represent different physical features on a map? * Can they explain how a locality has changed over time with reference to physical features? * Can they explain how the water cycle works? * Can they explain why water is such a valuable commodity? * Can they explain why many cities of the world are situated by rivers? | * Can they explain why people are attracted to live in cities? * Can they explain how a locality has changed over time with reference to human features? * Can they find different views about an environmental issue? What is their view? * Can they suggest different ways that a locality could be changed and improved? * Can they explain how people are trying to manage their environment? * Can they explain why people are attracted to live by rivers? | * Can they locate the Tropic of Cancer and the Tropic of Capricorn? * Do they know the difference between the British Isles, Great Britain and UK? * Can they name and locate many of the world’s major rivers on maps? * Are they aware of different weather in different parts of the world? * Can they locate and name the main countries in South America on a world map and atlas? |

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| **YEAR 5 GEOGRAPHY** | | | |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
| * Can they collect information about a place and use it in a report? * Can they map land use? * Can they find possible answers to their own geographical questions? * Can they make detailed sketches and plans; improving their accuracy later? * Can they plan a journey to a place in another part of the world, taking account of distance and time? * Can they work out an accurate itinerary detailing a journey to another part of the world? * Can they use some basic OS map symbols? | * Can they explain how a location fits into its wider geographical location; with reference to physical features? * Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features? * Can they describe how volcanoes are created? * Can they describe how earthquakes are created? * Can they locate the Mediterranean and explain why it is a popular holiday destination? | * Can they explain how a location fits into its wider geographical location; with reference to human and economical features? * Can they explain what a place might be like in the future, taking account of issues impacting on human features? * Can they report on ways in which humans have both improved and damaged the environment? * Can they describe how volcanoes have an impact on people’s life? * Can they explain how the lives of people living in the Mediterranean would be different from their own? | * Can they name and locate   many of the world’s most famous mountain regions on maps?   * Can they begin to recognise the climate of a given country according to its location on the map? * Can they locate and name some of the world’s most famous volcanoes? * Do they know the countries that make up the European Union? |

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| **YEAR 6 GEOGRAPHY** | | | |
| **Geographical Enquiry** | **Physical Geography** | **Human Geography** | **Geographical Knowledge** |
| * Can they confidently explain scale and use maps with a range of scales? * Can they choose the best way to collect information needed and decide the most appropriate units of measure? * Can they make careful measurements and use the data? * Can they use OS maps to answer questions? * Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? * Can they define geographical questions to guide their research? * Can they use a range of self selected resources to answer questions? * Can they carry out a survey to discover features of cities and villages? * Can they plan a journey to a   place in England?  Can they give accurate measurements between 2 given places within the UK? | * Can they give extended description of the physical features of different places around the world? * Can they describe how some places are similar and others are different in relation to their human features? * Can they accurately use a 4   figure grid reference?   * Can they create sketch maps when carrying out a field study? * Can they plan a journey to another part of the world which takes account of time zones? * Do they understand the term sustainable development? Can they use it in different contexts? | * Can they give an extended description of the human features of different places around the world? * Can they map land use with their own criteria? * Can they describe how some places are similar and others are different in relation to their physical features? * Can they explain how human activity has caused an environment to change? * Can they analyse population data on two settlements and report on findings and questions raised? | * Can they recognise key symbols used on ordnance survey maps? * Can they name the largest desert in the world? * Can they explain how the * time zones work? * Can they name and locate the main canals that link different continents?   Can they name the main lines of latitude and meridian of longitude?   * Can they name some of the main towns and cities in Yorkshire? * Can they name up to six cities in the UK and locate them on a map? * Can they locate and name some of main islands that surround the UK? * Can they name the areas of origin of the main ethnic groups in the UK & in their school? * Can they name the counties that make up the home counties of London? |

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**Assessment Criteria**

The following criteria should be used as a ‘best fit’ model. Teachers should consider whether or not a pupil is working towards meeting the KPIs, has met the KPIs or is exceeding the KPIs.

It is critical that pupils have depth to their learning, and can apply the KPIs independently in a range of scenarios.

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| **GEOGRAPHY ASSESSMENT KPIs** | |
| **As a Year 1 geographer…** | **As a Year 2 geographer…** |
| * I know the names of the four countries in the United Kingdom and locate them on a map. * I keep a weather chart and answer questions about the weather. * I know about some of the main things that are in hot and cold places. * I know which clothes I would wear in hot and cold places. * I know how the weather changes throughout the year and name the seasons. * I point to the equator, North and South Pole on an atlas and globe. * I know about some of the features of an island. * I know where I live and tell someone my address. * I know the four main directions on a compass are North; East, South and West. * I know what I like and do not like about the place I live. | * I name the continents of the world and locate them on a map. * I name the world’s oceans and locate them on a map. * I name the capital cities of England, Wales, Scotland and Northern Ireland. * I know what I like and do not like about a place that is different to the one I live in. * I describe a place outside Europe using geographical words. * I know how jobs may be different in other locations. * I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. * I know about the facilities that a village, town and city may need and give reasons. * I use the directional vocabulary: near; far; left; right to explain where a location is. |

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| **GEOGRAPHY ASSESSMENT KPIs** | |
| **As a Year 3 geographer…** | **As a Year 4 geographer…** |
| * I know the name of a number of countries in the northern hemisphere. * I know the capital city of at least six European countries. * I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map. * I know whether a country is located in the Southern or Northern hemisphere * I know why people may be attracted to live in cities. * I know why people may choose to live in one place rather than another. * I know about, locate and name some of the world’s most famous volcanoes. * I know about and describe the key aspects of earthquakes. * I know about and describe the key aspects of volcanoes. | * I know how to plan a journey from my town/ city to another place in England. * I know how to find at least six cities in the UK on a map. * I research to discover features of villages, towns and cities and appreciate the differences. * I know about, name and locate some of the main islands that surround the United Kingdom. * I know the areas of origin of the main ethnic groups in the United Kingdom and in our school. * I know the difference between the British Isles, Great Britain and the United Kingdom. |

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| **GEOGRAPHY ASSESSMENT KPIs** | |
| **As a Year 5 geographer…** | **As a Year 6 geographer…** |
| * I know, name and locate the capital cities of neighbouring European countries. * I know the countries that make up the European Union. * I know about, name and locate many of the world’s most famous mountainous regions. * I know why most cities as situated by rivers. * I know about the course of a river. * I name and locate many of the world’s most famous rivers. * I know why ports are important and the role they play in distributing goods around the world. | * I know how to use an atlas by using the index to find places. * I know how to use some basic Ordnance Survey map symbols. * I know how to use Ordnance Survey symbols and six-figure grid references. * I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). * I know why some places are similar and dissimilar in relation to their human and physical features. * I know how time zones work and calculate time differences around the world. * I name the largest deserts in the world and locate desert regions in an atlas. |