

Geography Scheme of Work: Knowledge and Skills Curriculum

Class One:

Reception – follow the 'Statutory Framework for the Early Years - '

The level of development children should be expected to have attained by the end of the EYFS is defined by the early learning goals (ELGs)

Year 1

Year 2

Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning:

- Communication and Language: By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive.
- Understanding the World: The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters.

Pupils should learn to:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- 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 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

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

Can I name the four countries of the United Kingdom and locate them on a map or globe?

Can I name the four capital cities of the United Kingdom and locate them on a map or globe?

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.

Can I describe some physical and human features of the four countries of the United Kingdom?

Can I name and locate the 7 continents of the world?

Can I name and locate the 5 oceans of the world?

Understand some important processes and changes in the natural world around them, including the seasons.

Can I describe the common weather of the four seasons of the year?

Can I locate on a map the North and South pole?

Can I use language such as world, earth, equator, North Pole, South Pole, near and far when describing the locations of places?

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.

Know that countries near the equator are the world's hot countries and countries near the both North and South Pole are cold.

Can I locate land and sea on a map?

Begin to show accuracy and care when drawing.

Can I draw a simple map?

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Pupils should learn to:

- Name and locate the world's seven continents and five oceans
- 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 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.

Can I use a range of maps?

Can I compare a location in the United Kingdom with a location from a non-European country I have learnt about?

Can I use human and physical geography language to compare locations?

Can I use the vocabulary North, South, East and West?

Make comments about what they have heard and ask questions to clarify their understanding.

Can I use simple fieldwork techniques such as observation and identification to study the geography of the school?

Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

Can I ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'

Can I use large scale maps and aerial photos of the school and local area?

Can I recognise landmarks and basic human features on aerial photos?

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Throughout KS1: Can I 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?

Can I use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment?

Throughout KS1: Can I 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?

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Class Two

Year 3

Year 4

Pupils should learn to:

- Locate world countries, focussing on Europe and its key physical & human features
- Use maps, atlases, globes and digital maps to locate countries and describe features studies
- Study a region of the UK (not local area)
- Describe & understand climate, rivers, mountains
- Use fieldwork to observe, measure & record

Pupils should learn to:

- Locate world countries, focussing Americas and its key physical & human features
- Use maps, atlases, globes and digital maps to locate countries and describe features studies
- Use 8 points of compass, symbols & keys
- Describe & understand volcanoes and earthquakes
- Describe & understand settlements and trade links
- Use fieldwork to observe, measure & record

Can I locate the world's countries, using maps to focus on Europe?

Can I identify and describe geographical features of a location?

Can I use a wider range of maps (including digital), atlases and globes to locate countries and features studied?

Can I recognise patterns on maps and begin to explain what they show?

Can I make links between features observed in the environment to those on maps and aerial photos?

Can I make and use a simple map?

Can I use geographical language relating to the physical and human processes being learnt e.g. tributary and source when learning about rivers?

Can I follow the course of a river from source to mouth?

Can I ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes?

Can I locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America?

Can I use maps at more than one scale?

Can I recognise some standard OS symbols?

Can I create sketch maps using symbols and a key?

Can I use a map to locate the area being studied?

Can I locate active volcanoes in the region?

Can I use the 8 points of a compass?

Can I compare the size of settlements within a region?

Can I describe the main industry in this region?

Can I describe what the market for this areas product is? (World, region etc)

Can I observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices?

Can I interpret data collected and present the information in a variety of ways including charts and graphs?

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Class Three

Year 5

Year 6

Pupils should learn to:

- Name & locate counties, cities, regions & features of the UK
- Use maps, atlases, globes and digital maps to locate countries and describe features studies
- Study a region of Europe
- Understand biomes, vegetation belts, land use
- Use 4- grid references on OS maps
- Use fieldwork to record & explain areas

Pupils should learn to:

- Understand economic activity, distribution of resources, etc.
- Understand latitude, longitude, Equator, hemispheres, tropics, polar circles & time zones
- Use 6-figure grid references on OS maps
- Study a region of the Americas
- Use fieldwork to record & explain areas

Can I name and locate counties and cities of the United Kingdom?

Can I locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America?

Can I 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)?

Can I use latitude and longitude in an atlas or on a globe?

Can I use a wide range of maps, atlases, globes and digital maps to locate countries and features studied?

Can I follow routes on a map and describe what I see?

Can I relate different maps to each other and to aerial photos?

Can I use a map to discuss land shape i.e. contours and slopes?

Can I use 4 figure grid references?

Can I use 6 figure coordinates?

Can I describe how the land use in a region has changed over time?

Can I describe what plants and animals are indigenous to the region being studied?

Can I make a prediction and test simple hypotheses about people and places?

Can I understand that a 'region' is different to a 'country'?

Can I identify the main human and physical characteristics of the region?

Can I measure and record human and physical features using a range of methods including sketch maps and cameras?

Can I observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies?

Can I identify the main physical and human characteristics of the region?

Can I interpret data collected and present the information in a variety of ways including charts and graphs?

Can I use more precise geographical language relating to the physical and human processes?

Can I interpret data collected and present the information in a variety of ways including charts and graphs?