

## National Curriculum Objectives – Geography

Useful link - <https://www.rgs.org/schools/teaching-resources/>

### KS1

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.

<b>KS2</b>	<p>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.</p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>• describe and understand key aspects of: <ul style="list-style-type: none"> <li>❖ physical geography, including: climate zones, biomes and vegetation belts, rivers,</li> <li>❖ mountains, volcanoes and earthquakes, and the water cycle</li> <li>❖ 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</li> </ul> </li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>• 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</li> <li>• 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.</li> </ul>
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Skill	Year 1	Year 2
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Name the countries of the United Kingdom and its surrounding seas.</li> <li>• Use maps to locate the UK</li> <li>• Name the capital cities of the United Kingdom</li> <li>• Label the capital cities on a blank map</li> <li>• Identify the characteristics of the 4 countries</li> <li>• Identify the countries where members of the class come from</li> </ul>	<ul style="list-style-type: none"> <li>• Name the world's seven continents</li> <li>• Use maps and globes to locate the seven continents</li> <li>• Name the five oceans.</li> <li>• Use maps and globes to locate the five oceans</li> <li>• Label the continents and seas on a blank map</li> <li>• Use simple compass directions to describe the location of features on a map.</li> </ul>
<b>Place Knowledge</b>		<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through studying the human and physical geography of Bradford and an identified area of Egypt and Morocco.</li> </ul>
<b>Human and Physical Geography</b>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns within the UK</li> <li>• Identify the location of hot and cold areas in relation to the Equator and the N and S Poles.</li> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, coast, forest, hill, sea, ocean, river, season and weather</li> <li>• key human features, including: city, town, village</li> </ul>	<ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b>Geographical field Sills and Field Work</b>	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries,</li> <li>• use simple compass directions - North, South locational language and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• use simple compass directions (North, South, East and West) and locational and continue developing directional language to describe the location of features and routes on a map</li> <li>• 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</li> </ul>

<b>Skill</b>	<b>Year 3</b>	<b>Year 4</b>
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Consolidate the knowledge of the world's seven continents from Year 2</li> <li>• Use maps to locate countries of Europe</li> <li>• Locate the main countries of Europe including Russia</li> <li>• name and locate counties and cities of the United Kingdom (Roman Empire)</li> <li>• Name the capital cities of European countries</li> <li>• Identify the position and significance of Equator, N and S hemisphere, Tropics of Cancer and Capricorn</li> </ul>	<ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their countries, and major cities – Anglo Saxon</li> <li>• name and locate counties and cities of the United Kingdom (Anglo Saxons and Vikings)</li> <li>• On a world map, locate areas of similar environmental regions (fjords)</li> <li>• Locate and name the main counties and cities around West Yorkshire</li> <li>• Compare 2 different regions in UK rural/urban Bradford and Bolton Abbey</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Compare a region of the UK with a region in Europe, eg. local hilly area with Naples at sea level and has volcanoes. Link with Science, rocks.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom</li> </ul>
<b>Human &amp; Physical Geography</b>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• Physical geography including Rivers and the water cycle, excluding transpiration, brief introduction to Volcanoes and earthquakes linking to Science: rock types.</li> <li>• Human geography including trade links in the Pre-roman and Roman era.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of:</li> <li>• Physical geography, including: climate zones, biomes and vegetation belts (link to work on Rainforest)</li> <li>• Types of settlements in modern Britain: villages, towns, cities.</li> <li>• Types of settlements in Viking, Saxon Britain - Early Britain linked to History. Why did early people choose to settle there?</li> </ul>
<b>Geographical Skills &amp; Field work</b>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries of Europe</li> <li>• Study maps to make assumptions about different areas of Europe e.g. use map keys to identify mountainous areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>• Learn the eight points of a compass, four-figure grid references.</li> </ul>

	<ul style="list-style-type: none"><li>• Use the language of north, south, east and west to relate countries to each other, 2 figure grid reference (maths co-ordinates), some basic symbols and key (including the use of a simplified Ordnance Survey maps) to build their knowledge of Bradford (United Kingdom) and Naples (the wider world)</li><li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li></ul>	<ul style="list-style-type: none"><li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li></ul>
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Skill	Year 5	Year 6
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• Locate the main countries in Europe and North or South America. Locate and name principal cities.</li> <li>• Name and locate counties and cities of the United Kingdom (Saltire looking at the human and physical characteristics and changes over time)</li> <li>• Linking with History, compare land use maps of UK from past with the present, focusing on land use.</li> <li>• Identify the position and significance of latitude/longitude and the Greenwich Meridian first studied in Y3 - progressions <b>Linking with science, time zones, night and day</b></li> </ul>	<ul style="list-style-type: none"> <li>• locate the world's countries, using maps to focus on Europe (including the location of Russia) and concentrating on their countries, and major cities – WW2</li> <li>• name and locate counties and cities of the United Kingdom (WW2),</li> <li>• On a world map locate the main countries in Africa, Asia and Australasia. Identify their main environmental regions, key physical and human characteristics, and major cities.</li> <li>• Linking with local History, map how land use has changed in local area over time.</li> <li>• Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. Link to Fairtrade in the Amazon rainforest (see Geography.org etc for free and commercially available packs on St Lucia focussing on Geography).</li> </ul>	<ul style="list-style-type: none"> <li>• Compare a region in UK with a region in N. or S. America with significant differences and similarities. Eg. identify environmental regions - compare and contrast Population sizes near tourist landmarks/rivers, transport links to mountains. Reflect on the importance and value of tourism industry in these areas.</li> <li>• describe and understand key aspects of:</li> <li>• physical geography, including mountains</li> <li>• human geography, including: the distribution of natural resources including energy (Science)</li> </ul>
<b>Human &amp; Physical Geography</b>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of :</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of :</li> </ul>

	<ul style="list-style-type: none"> <li>• Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts.</li> <li>• Human geography including trade between UK and Europe and ROW</li> <li>• Fair/unfair distribution of resources (Fairtrade).</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Physical geography natural disasters such as floods/tsunamis – describe and explain processes that cause natural disasters (moving on from Y3 work)</li> <li>• Human geography including a study of Bradford land and settlements pre and post war along with present day e.g. make comparisons and reflect on the reasons for differences - Study population numbers, pictures of land use. One key building in the locality and in-depth study of the three periods.</li> </ul>
<b>Geographical Skills &amp; Field work</b>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present.</li> <li>• use fieldwork to observe and 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. (Saltaire)</li> </ul>	<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied</li> <li>• Extend to 6 figure grid references with teaching of latitude and longitude in depth.</li> <li>• Expand map skills to include non-UK countries.</li> <li>• Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul>