

Geography Programme of Study
Key Stage 1 and 2

Purpose of Study

At Ivanhoe Primary Academy, we believe that a rich geography curriculum is essential for our children, as geography plays a crucial part in helping children to understand their place in the world and how their actions can influence the human and physical environment. It should inspire a curiosity and a fascination for world and its people that will stay with them throughout their lives.

Geography teaching needs to provide pupils with knowledge about the Human and Physical environment and the interactions between these. We will also equip children with the skills needed to gather and interpret information. Our geography curriculum will be provided through an enquiry approach giving children the ability to ask relevant questions. Geography is a multi-disciplined subject with strong roots in science and mathematics, children will collect data, analyse it and will be able to reach conclusions about their findings.

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.

Geography – 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.

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 Geography – key stages 1 and 2 3
- 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.

Year 1	Year 2
<p>Locational Knowledge: I can name the Countries making up the British Isles, their capital cities and their surrounding seas.</p> <p>Place Knowledge: I 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>Human and Physical Geography:</p> <p>I am able to understand UK weather patterns. What are the UK's weather patterns e.g. hot in the summer, cold in the winter?</p> <p>I can identify to location of cold and hot environments in relation to the North and South pole and the Equator.</p> <p>Geographical Vocabulary: I can use geographical vocabulary to talk about key physical and human features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills and Fieldwork:</p> <p>MAPS AND ATLASES: I can use world maps atlases and globes to Identify the United Kingdom and its Countries.</p> <p>Sketching.</p> <ul style="list-style-type: none"> • I can create plans and draw simple features in my familiar environment. • I am able to label features on sketch maps, maps and photographs 	<p>Locational Knowledge: I can name and locate the world's seven continents and five oceans.</p> <p>Place Knowledge: I 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>Human and Physical Geography:</p> <p>I can identify to location of cold and hot environments in relation to the North and South pole and the Equator.</p> <p>Geographical Vocabulary: I can use geographical vocabulary to talk about key physical and human features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills and Fieldwork:</p> <p>AERIAL PHOTOGRAPHS: I can use aerial photographs and plans to identify key geographical features. Sketch a simple map creating basic symbols in a key.</p> <p>Sketching.</p> <ul style="list-style-type: none"> • I can create plans and draw simple features in my familiar environment. • I am able to label features on sketch maps, maps and photographs

FIELDWORK: Use simple fieldwork and observational skills to study the geography of their school/ grounds and its physical features.

Gathering Information:

- I can use basic observational skills.
- I can carry out a small survey of my school/ local area.
- I can draw simple features.
- I can ask and respond to basic geographical findings.
- I can use a pro- forma to collect data e.g. a tally.

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Geography – KS2

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:

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 8 points of a compass, 4- and 6-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.

Year 3	Year 4	Year 5	Year 6
<p>Locational Knowledge:</p> <p>I can locate and name the continents on a world map.</p> <p>I can locate and name the countries that make up the British Isles and name their capital cities.</p> <p>I can identify the longest rivers in the world, the largest deserts and the highest mountains and compare these areas with the UK.</p> <p>Place Knowledge:</p> <p>I can compare a region of the UK with a region in Europe.</p>	<p>Locational Knowledge:</p> <p>I can locate the main countries of Europe including Russia. Identify the capital cities of Europe.</p> <p>I can identify the position of the Equator, Tropic of Cancer and Capricorn, North Pole and South Pole and be able to discuss their significance.</p> <p>Place Knowledge:</p> <p>I understand similarities and difference between a region of the UK and a region in a European County and a region in North or South America.</p>	<p>Locational Knowledge:</p> <p>I am able to locate the main countries of Europe and North or South America. Locate and name principal cities.</p> <p>I am able to compare two different regions in the UK urban/ rural.</p> <p>I am able to locate and name the main counties and cities of England.</p> <p>I am able to compare UK land use maps from the past with present day maps and discuss historical links. I can discuss how land use has changed over time and why? E.g. mining</p> <p>I am able to identify the position and significance of latitude/longitude and the Greenwich Meridian. Linking to time zones and night and day.</p> <p>Place Knowledge:</p> <p>I can compare a region in UK with a region in North or South America with significant Differences. I can discuss the similarities and differences between the two regions.</p>	<p>Locational Knowledge:</p> <p>I can locate the main countries in Africa, Asia, and Australasia/ Oceania on a world map.</p> <p>I can to identify their main environmental regions, key physical and human characteristics and major cities.</p> <p>I can link with local history, map how land use has changed in the local area over time.</p> <p>I am able to name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers.</p> <p>I can understand how these features have changed over time.</p> <p>Place Knowledge:</p> <p>I can compare a region in UK with a region in North or South America with significant Differences.</p> <p>I understand the reasons behind the similarities and differences.</p>

<p>Human and Physical Geography:</p> <p>I can understand and describe key aspects of physical geography: including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I can understand and describe 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>Human and Physical Geography:</p> <p>I can understand and describe key aspects of physical geography: including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I can understand and describe 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>Human and Physical Geography:</p> <p>I can understand and describe key aspects of physical geography: including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I can understand and describe 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>Human and Physical Geography:</p> <p>I can understand and describe key aspects of physical geography: including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>I can understand and describe 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>
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<p>Geographical Skills and Fieldwork:</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the 8 points of a compass, 4- and 6-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.</p> <p>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>Geographical Skills and Fieldwork:</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the 8 points of a compass, 4- and 6-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.</p> <p>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>Geographical Skills and Fieldwork:</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can use the 8 points of a compass, 4- and 6-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 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>Geographical Skills and Fieldwork:</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>I can extend my map skills to include non UK countries.</p> <p>I can use six figure grid references.</p> <p>I understand longitude and latitude.</p> <p>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>
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