

Geography National Curriculum Requirements

EYFS

Understanding our world

KS1

Pupils should develop knowledge about –

- The world
- The United Kingdom
- Their locality

They should –

- Understand basic subject-specific vocabulary relating to human and physical geography
- Begin to use geographical skills, including first-hand observation, to enhance their local awareness

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 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

Geography National Curriculum Strands

Locational Knowledge

Place Knowledge

Understanding the world

Human and Physical
Geography

Skills and Fieldwork

Geography Sequence of Learning KS1

<p><u>Building on knowledge gained in Year 1:</u></p> <p>Locational Knowledge</p> <p>Name and locate the world's 7 continents (Year 1)</p>	<p><u>Building on knowledge gained in Year 1:</u></p> <p>Locational Knowledge</p> <p>-Name and locate 4 countries and capital cities in the UK (Year 1 + 2)</p>	<p><u>Building on knowledge gained in Year 1:</u></p> <p>Field Work and Geographical Skills</p> <p>-Devise a simple map (Year 1)</p> <p>-Use simple directional and locational language (Year 1)</p>	
<p><u>Year 1/2 (Autumn 1)</u></p> <p>Physical Geography</p> <p>Identify the location of the hot and cold areas of the world in relation to Equator, North and South Poles</p>	<p><u>Year 1/2 (Spring 1)</u></p> <p>Locational knowledge</p> <p>Places and major cities within Cornwall and UK</p>	<p><u>Year 1/2 (Summer 1)</u></p> <p>Field Work and Geographical Skills</p> <p>Finding places within the Local Area Using OS maps, keys and four-digit grid references.</p> <p>Place knowledge</p> <p>Understanding geographical similarities and differences between physical geography (UK and small Non-EU country)</p>	
<p>Hot and Cold places</p> <p>What kinds of climate are there?</p>	<p>Villages, towns and cities</p> <p>What Makes the United Kingdom unique?</p>	<p>Comparing Coasts</p> <p>How are the North coast of Cornwall and Sinai Peninsula similar and different?</p>	
<ol style="list-style-type: none"> Where in the world are the different poles? What is the equator and the countries close by? What is the climate? Is it the same all over the world? If it's cold at the North and South Poles, how are they similar or different? 	<ol style="list-style-type: none"> Lesson 1: Introduction to the United Kingdom Objective: Introduce the concept of the United Kingdom and its four countries. Lesson 2: Exploring England Objective: Develop locational knowledge of England and its major cities. Lesson 3: Discovering Scotland Objective: Develop locational knowledge of Scotland and its major cities. Lesson 4: Exploring Wales Objective: Develop locational knowledge of Wales and its major cities. Lesson 5: Discovering Northern Ireland Objective: Develop locational knowledge of Northern Ireland and its major cities. Lesson 6: Exploring Cornwall Objective: Develop locational knowledge of Cornwall and its major places. 	<ol style="list-style-type: none"> Lesson 1: Introduction to Cornwall and Sinai Peninsula Objective: Introduce Year 2 pupils to the North coast of Cornwall and Sinai Peninsula and their geographical locations. Lesson 2: Physical Geography of Cornwall. Objective: Help Year 2 pupils understand the physical geography of the North coast of Cornwall. Lesson 3: Physical Geography of Sinai Peninsula Objective: Help Year 2 pupils understand the physical geography of the Sinai Peninsula. Lesson 4: Similarities between Cornwall and Sinai Peninsula Objective: Explore the similarities between the North coast of Cornwall and the Sinai Peninsula. Lesson 5: Differences between Cornwall and Sinai Peninsula Objective: Explore the differences between the North coast of Cornwall and the Sinai Peninsula. Lesson 6: Field Work and Geographical Skills Objective: Apply geographical skills to explore local areas and compare them to Cornwall and Sinai Peninsula. 	<ol style="list-style-type: none"> Do we really need maps? (What are maps used for?) How do globes change my understanding of Cornwall's place in the world versus a map? What are the eight points of a compass and why is this useful? How do I use a key and what features are there on an OS map? What can I tell about my local area using an OS map?

Key Facts in KS1- What do children know when they leave KS1?

- *I know the seven continents and five oceans.*
- *I know the four countries of the UK.*
- *I know the four capital cities of the UK.*
- *I can find the North and South Poles.*
- *I can identify the equator on a globe.*
- *I know the four points of a compass.*
- *I know where I live.*

Key Facts Learnt by the end of Year 2:

- *I know the four capital cities of the UK.*
- *I can find the North and South Poles.*
- *I can identify the equator on a globe.*
- *I know that climates are different around the world.*
- *I know that there are parts of the world that are similar and different to the UK.*

Geography Sequence of Learning KS2

<p><u>Building on knowledge gained in the infants:</u> Physical Geography <i>Identify the location of the hot and cold areas of the world in relation to Equator, North and South Poles</i></p>	<p><u>Building on knowledge gained in the infants:</u> Locational knowledge Place knowledge <i>Places and major cities within Cornwall and UK</i> <i>-Understanding geographical similarities and differences between physical geography (UK and small Non-EU country)</i></p>	<p><u>Building on knowledge gained in the infants:</u> Field Work and Geographical Skills <i>-Uses simple compass directions (Year 2)</i> <i>-Devise a simple map (Year 1)</i> <i>-Uses simple directional and locational language (Year 2)</i></p>
<p><u>*Year 3/4 (Autumn 1)</u> Physical Geography Rivers and Mountains Field Work and Geographical Skills <i>Finding places within the Local Area Using OS maps, keys and four-digit grid references</i></p>	<p><u>*Year 3/4 (Spring 1)</u> Locational Knowledge Human Geography Places and Major cities/ Countries in Europe <i>Describe and understand key aspects of human geography including settlements</i> Field Work and Geographical Skills <i>Visiting different settlements on the A391. Identifying similarities and differences</i></p>	<p><u>Year 3/4 (Summer 1)</u> Physical Geography Rivers and Mountains Field Work and Geographical Skills <i>Following the journey of a river. Collecting data, measuring, recording results and drawing conclusions.</i></p>
<p>Mighty Mountains What are the nearest mountains to us and what are they like?</p>	<p>Villages, towns and cities What settlements would we encounter travelling on the A391?</p>	<p>Raging of rivers How do rivers change as the flow towards the sea?</p>
<ol style="list-style-type: none"> 1. What makes a mountain a mountain (features)? 2. How are mountains made? 3. What mountain ranges can be found within the United Kingdom? (e.g. Brecon Beacons) 4. What are the key mountain ranges in the world? (e.g. Black Mountains, Himalayas, Andes, Alps) 5. What is the climate like in mountainous regions? 6. How do people use mountains? (work, play, travel, mountain rescue) 	<ol style="list-style-type: none"> 1. What is a settlement and how is land used? Early settlements 2. What is a village? (population, size, services, dwellings, features, locating villages in the UK) 3. What is a town? (population, size, services, dwellings, features, locating towns in the UK) 4. What is a city? (population, size, services, dwellings, features, locating cities in the UK) 5. How are villages towns and cities the same and different? 6. How have towns and cities changed over time? 	<ol style="list-style-type: none"> 1. Where does water come from? 2. What rivers are in the UK and Europe? 3. What makes a river a river (features)? 4. What are the stages of a river? 5. How are rivers used? 6. How does a river change as it flows towards the sea? (fieldwork)
<p><u>Key Facts from KS1</u></p> <ul style="list-style-type: none"> • I know the seven continents and five oceans. • I know the four countries of the UK. • I know the four capital cities of the UK. • I can find the North and South Poles. • I can identify the equator on a globe. • I know the four points of a compass. • I know where I live. 	<p><u>Key Facts Learnt by the end of Year 3:</u></p> <ul style="list-style-type: none"> • Recall all key facts from the previous key stage. • Identify Cornwall on a map. • Identify the UK on a map. • Identify the eight points of a compass. • Understand the formation of mountains and those located in Europe. • Understand the features of the water cycle • Identify the stages of a river from source to mouth 	

<p><u>Building on knowledge gained in the infants:</u> Locational Knowledge -Hot and Cold areas of the world in relation to the equator and north and south poles (Year 2)</p>	<p><u>Building on knowledge gained in the infants:</u> Place and Location Knowledge -Locality study non- European (year 2)</p>	<p><u>Building on knowledge gained in the infants:</u> Locational Knowledge -Hot and Cold areas of the world in relation to the equator and north and south poles (Year 2)</p>
<p><u>*Year 4 (Autumn 1)</u> Locational Knowledge Arctic and Antarctic Climates Climate Zones and Biomes</p>	<p><u>Year 4 (Spring 2)</u> Place and Location Knowledge Location North and South America Physical Geography Key aspects of volcanoes and earthquakes</p>	<p><u>Year 4 (Summer 1)</u> Locational Knowledge Arctic and Antarctic Climates Climate Zones and Biomes Physical Geography Key features of the coastline. Field Work and Geographical Skills Visiting a coastal town e.g. Newquay to record and observe coastal features and explore measure taken to protect the town.</p>
<p>Hot and Cold Climates Does it snow in Africa?</p>	<p>Volcanoes and Earthquakes How much of a threat do earthquakes and volcanoes pose to humans?</p>	<p>Coasts under threat What are the impacts of coastal erosion and what can we do to prevent it?</p>
<ol style="list-style-type: none"> 1. What is the difference between weather and climate? 2. Where is Africa? 3. Can continents have more than one type of climate? 4. Are sunny places always hot? (link it skiing) 5. Is the summit of Kilimanjaro permanently snowy? 6. What equipment would someone need to reach the summit safely? Stay there overnight? 	<ol style="list-style-type: none"> 1. What is the Earth made up of? 2. What is the Pacific ring of fire? 3. What makes a volcano a volcano? 4. What is it like to experience a volcano? (Case study – e.g. Mt Vesuvius) 5. How do Earthquakes happen and how do people live in these areas? 6. What is it like to experience an earthquake? (Case study – e.g. Christchurch NZ) 	<ol style="list-style-type: none"> 1. What is the coast? (features – physical and human) 2. What causes the coast to change? (weathering and erosion) 3. How are headlands and bays formed? 4. How are arches stacks and stumps formed? 5. How has the coast changed over time and what will happen in the future? 6. What are seaside towns doing to protect the coastline? (Fieldtrip – e.g. Newquay)
<p><u>Key Facts from KS1 & Year 3</u></p> <ul style="list-style-type: none"> • Locate continents of the world. • Know about climate and weather. • Record data about weather. • Know about mountains of the world. 		<p><u>Key facts at the end of Year 4</u></p> <ul style="list-style-type: none"> • Name and locate countries and cities outside Europe- North and South America (plus Australia). • Know the difference between weather and climate. • Know that continents can have multiple climates. • Explain where in the world volcanoes and earthquakes occur. • Explain what a tectonic plate is and how it impacts earthquakes and volcanoes. • Identify on a map: latitude, longitude, the equator, the Tropic of Cancer and the Tropic of Capricorn. <ul style="list-style-type: none"> • Know about the Pacific Ring of Fire and locate it on a map. • Know how a volcano is formed. • Know about a key earthquake and volcanic eruption. • Name key coastal features and know how they are formed. • Know ways in which the coast is protected. • Know how the coast changes over time. • Understand what it is like to live by the coast. • Collect data about a coastal town during fieldwork.

<p><u>Building on knowledge gained in the infants:</u></p> <p>Place and Location Knowledge</p> <p>-Locality study non- European (year 2)</p>	<p><u>Building on knowledge gained in the infants:</u></p> <p>Place and Location Knowledge</p> <p>-Locality study non- European (year 2)</p>	<p><u>Building on knowledge gained in the infants:</u></p> <p>Locational Knowledge</p> <p>-Hot and Cold areas of the world in relation to the equator and north and south poles (Year 2)</p>
<p><u>Cornwall Year 4/5 (Autumn 1)</u></p> <p>Place and Location Knowledge</p> <p>Field Work and Geographical Skills Use maps, atlases, globes and digital/computer mapping to locate and describe features</p>	<p><u>Year 4/5 (Spring 2)</u></p> <p>Place and Location Knowledge</p> <p>Location North and South America Compare to</p>	<p><u>Year 4/5 (Summer 1)</u></p> <p>Human Geography Fieldwork</p> <p>Land Use/ Trade Links and Distribution of Natural Resources.</p> <p>Finding places within the Local Area Using OS maps, keys and eight-digit grid references</p>
<p>Russia by Rail</p> <p>What surprises does Russia hold in store as we travel across it by train?</p>	<p>Truro and Truro!</p> <p>Is their name the only thing the two Truro's have in common?</p>	<p>Green, Grey and brown. How does land use compare to other parts of the UK?</p>
<ol style="list-style-type: none"> Where is Russia and why is this continent special? (transcontinental) The population of Russia. What are the time zones in Russia. What Biomes are there in Russia? What human features will see along the Trans-Siberian Railway? What physical features will see along the Trans-Siberian Railway? 	<ol style="list-style-type: none"> Which regions of North America are important for Cornish migration? How does the physical geography compare in Cornwall and Brazil and how does the human geography compare in Cornwall and Brazil? How does proximity to the sea affect a city? What have you learnt about the differences between Cornwall and Brazil? 	<ol style="list-style-type: none"> What do Cornwall and other areas of the UK look-like on satellite imagery and aerial photographs? What ways has land been used in Cornwall in the past and present? (industrial, agriculture, services, leisure) What natural resources can I see in Cornwall? (a30- windmills, solar energy, geothermal, tin, clay, fish) What ways has land been used in other areas of the UK? What similarities and differences can you see? How are these places changing and why?
<p><u>Key Facts from KS1- Y4</u></p> <p>Children should be able to recall all previous facts.</p> <ul style="list-style-type: none"> Locate the continents of the world. Locate some countries of the world. Know about biomes. Know about countries, cities and counties of the UK. Know about Cornwall and what makes Cornwall special. Know about human and physical features. Understand the features of the coast and what it is like to live by the coast. Locate Cornwall on a map. 		<p><u>Key facts at the end of Year 5</u></p> <ul style="list-style-type: none"> Locate Russia on a map. Know that Russia is transcontinental. Know the population of Russia and how that compares to other countries. Know and locate the biomes of Russia. Know regions of North America. Know the physical geography of Cornwall. Know the physical geography of Brazil. Know the human geography of Cornwall. Know the physical geography of Brazil. Use satellite imagery. Identify land uses in Cornwall. Identify natural resources in Cornwall. Locate counties of the UK.

<p><u>*Year 6</u> <u>(Autumn 1)</u> <i>Human and Physical Geography</i> <i>Landscape, climate change and deforestation</i></p>	<p><u>*Year 6 (Spring 2)</u> <i>Human Geography</i> <i>Conservation areas focusing on the Galapagos islands</i></p>	<p><u>Year 6 (Summer 1)</u> <i>Locational Knowledge</i></p>
<p>Amazing Amazon! Why do we need to protect the amazon rainforest?</p>	<p>Extreme Weather How deadly can weather be?</p>	<p>Fast Fashion What is the real cost of our clothes?</p>
<ol style="list-style-type: none"> 1. What is a vegetation belt? 2. What types of forest are there? (natural vs man made) 3. Where are important forest regions in the UK and South America? 4. How are forests changing and why? (deforestation) 5. How have forests been managed sustainably in the past? (indigenous people and their cultures) 6. How can rainforests be managed sustainably now and what can I do to help? 	<ol style="list-style-type: none"> 1. What is the difference between weather and climate? 2. How can flooding be a positive and negative? Are monsoons the cause of all floods? 3. Hurricanes, cyclones and typhoons – how are they similar and different? 4. What is causing the changes in these extreme weathers? 5. How can we ensure climate change doesn't damage our futures? 6. 	<ol style="list-style-type: none"> 1. Globalization - positives and negatives/ winners and losers 2. Tracking an item of clothing – process - farm to shop Human impacts – working conditions and pay (e.g. Bangladesh – women workers) 3. Environmental damage linked to production e.g. Bangladesh (river pollution) 4. Environmental damage due to disposal of unwanted clothes Chile – e.g. Atacama desert 5. Solutions e.g. repurpose, reduce, reuse, recycle, repair Fairtrade
<p><u>Key Facts from KS1- Year 6</u></p> <ul style="list-style-type: none"> - Biomes - Studies of Brazil - Location of the tropics - Farming - Environmental issues - Weather - Collecting weather data - Global warming - Being green and sustainable 		<p><u>Key Facts by the end of Year 6:</u></p> <ul style="list-style-type: none"> • Know different biomes and locations. • Know where rainforests are located and why. • Be able to name key rainforests and locate them on a map. • Identify the key features of the rainforest including animals, weather, layers of the rainforest and tribes and cultures. • Know about the issue of deforestation and how to combat this. • Know what the rainforest provides and why it is important. • Know the difference between weather and climate. • Know what causes weather such as flooding, cyclones, hurricanes and typhoons. • Be able to name a key case study of extreme weather from in and out of Cornwall. • Know the impacts of Global warming. • Know how I can play a part in reducing the impacts of global warming and working towards a greener world. • Know what globalization is. • Know the journey of an item of clothing. • Know the environmental damage of the production and disposal of clothes. • Know about Fairtrade and how to spot Fairtrade products. • Make informed choices about what I buy and how I use it.