

Geography

EYFS

The most relevant statements for geography are taken from **'Understanding the World'**

People, Culture and Communities

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

The Natural World

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

Key Stage One

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

	Locational Knowledge	Place Knowledge	Human / Physical Geography
Rainbow Y1 Amethyst Y1	<p>Know where they live and locate on a map.</p> <p>Tell someone my address.</p> <p>To be able to name the four countries of the United Kingdom and be able to locate them on a map</p> <p>To be able to name their capital cities</p> <p>To identify characteristics of each country –similarities and differences.</p>	<p>Recognise similarities and differences between different areas of Stroud:</p> <ul style="list-style-type: none"> - town centre - common areas - Capels Mill through outdoor learning session. 	<p>Use basic geographical vocabulary – see below for definitions</p> <p style="text-align: center;">Weather</p> <p>Keep a weather chart and answer questions about the weather</p> <p>Name the seasons and know how the weather changes throughout the year</p>
Amethyst Y1 Amber Y2	<p>To be able to name the seas that surround the United Kingdom</p> <p>To be able to name the seven continents of the world and locate on a map</p> <p>To be able to name and locate the five oceans of the world.</p>	<p>Recognise similarities and differences between Stroud and small area of non-contrasting European country</p>	<p>Locate the hot / cold areas of the world in relation to the:</p> <ul style="list-style-type: none"> • Equator • North and South Poles <p style="text-align: center;">Weather</p>

			<p>Explain how the weather in the North Pole / South Pole / around the equator differs from the UK and from each other.</p> <p>Recognise any similarities / differences in weather in the non-European country studied</p>
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Geographical Skills / Fieldwork (NC)

To use world maps , atlases and globes to identify the UK and its countries, continents and oceans

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 / features of their school and its grounds from first hand observation. To be able to distinguish between human and physical features.

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

Mapping

Y1

Draw a simple picture map with a made up key (e.g of an imaginary place from a story), labelling particular features.

Know the four main directions on a compass are North, South, East and West

Follow a map around the school/local area.

Y2

Draw simple maps or plans of the school and immediate environments using symbols for a key

Use the directional language: near; far; left; right to explain where a location is

Recognise some human and physical features on a map.

Vocabulary

Key Human features

Types of settlement

A **hamlet** is a very small settlement with just a group of houses.

A **village** is also small but may have houses, a primary school, a few shops, a Post Office and a village hall.

A **town** is larger than a village, with lots of houses, primary and secondary schools, as well as sometimes having a railway station and shopping centre.

A **city** is the largest type of settlement, containing lots of buildings and lots of people. They usually have hospitals, sports facilities, universities, shops, offices, many houses and a cathedral.

factory

farm

house

office

port

harbour

shop

Key physical characteristics:

-**hills** - a naturally raised area of land, not as high or craggy as a mountain.

-**mountains** - a large natural elevation of the earth's surface rising abruptly from the surrounding level; a large steep hill.

-**coast** land next to the sea; the seashore.

-**river** - a large natural stream of water flowing in a channel to the sea, a lake, or another river.

-beach –

cliff

forest

sea

ocean

soil

valley

vegetation

season

weather

Equator - a line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°.

North / South Poles

Key Stage Two

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 / 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

Compare and contrast how areas of the world have capitalised on their physical or human features

Building on KS1 knowledge of the UK, children begin to explore the wider world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding, recognising and identifying key physical and human geographical features.

	Locational Knowledge	Place Knowledge	Human / Physical Geography
D / R Q	<p>UK To know the names of the largest cities in the UK</p> <p>Europe To be able to locate the countries of Europe and know the names of the capital cities of them.</p> <p>To know and locate the major mountains / rivers of Europe and locate on the map.</p> <p>To understand and locate on a map: Equator, Northern and Southern hemisphere Tropics of Cancer and Capricorn Arctic and Antarctic</p>	<p>Compare and contrast how areas of Europe have capitalised on their physical or human features</p> <p>Understand and describe physical and human similarities and differences of features in the UK and selected European</p>	<p>To be able to compare geographical similarities and differences between countries within Europe using increasingly more precise vocabulary</p> <p>Climate zones Rivers Mountains Volcanoes Earthquakes</p> <p style="text-align: center;">Weather</p> <p>Know the difference between climate and weather.</p> <p>Describe similarities / differences of climate / weather between countries / continents</p> <p>Distribution of natural resources and tourism</p>

Geographical Skills / 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,

use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Use four and six figure grid references to locate features on an Ordnance Survey map or world map

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

Mapping

Draw sketch maps and plans using standardized agreed symbols for a key

Locate geographical features on a map or atlas using symbols shown in a key

Use simple locational language including near and far, left to right, to describe the location of geographical features and routes on a map

Use the eight points of a compass to describe the location of a country or geographical feature

Compare and contrast aerial photographs and plan perspectives explaining their similarities and differences

latitude,longitude,

Vocabulary

Physical geography

Equator - a line notionally drawn on the earth equidistant from the poles, dividing the earth into northern and southern hemispheres and constituting the parallel of latitude 0°.

Northern / Southern Hemisphere - the half of the earth that is north / south of the equator.

Tropics Cancer - is a line of latitude circling the Earth at approximately 23.5° north of the equator. It is the northern most point on Earth where the sun's rays can appear directly overhead at local noon.

Topic of Capricorn - the parallel of latitude 23°26' north (tropic of Cancer) or south (tropic of Capricorn) of the equator.

Artic - the regions around the North Pole.

Antarctic – regions around the south pole

Climate zones – areas with distinct climates

Biomes – areas of our plant with similar climates, landscapes, animals and plants

Vegetation belts – plant life within a certain area

Rivers

Mountains

Volcanoes

Earthquakes

Water cycle

Human geography

Types of settlements and land use

Economic activity inc trade links

Distribution of natural resources – energy / food. minerals. water

<p>A / E</p>	<p>To be able to locate Russia and understand it's location in part of Europe / part Asia.</p> <p>To be able to locate the countries of North and South America.</p> <p>https://classroom.thenational.academy/units/building-locational-knowledge-south-america-f4d0</p> <p>To know and locate the major mountains / rivers of North and South America and locate on the map.</p> <p>Children will extend their geographical vocabulary to include:</p> <ul style="list-style-type: none">- biomes- vegetation belts- volcanoes- earthquakes <p>and locate on a world map.</p> <p>To understand key human characteristics:</p> <ul style="list-style-type: none">economic activity including trade links,- distribution of natural resources including energy, food, minerals and water-	<p>Compare and contrast how areas of North and South America have capitalised on their physical or human features</p> <p>Describe similarities and differences of physical and human features in depth relating to North and South America</p> <p>Understand the reason that different countries of the world: humans live in different homes / settlement and links to population sizes</p> <p>Understand the reasons for use of land throughout the world.</p> <p>Understand where natural resources are found throughout the world.</p>	<p>Compare and contrast how areas of the world have capitalised on their physical or human features</p> <p>Describe similarities and differences of physical and human features in depth in relation to land use and population including weather / climate</p> <p>To be able to compare geographical similarities and differences between countries extending to North and South America concentrating on environmental regions and key physical and human characteristics;</p> <ul style="list-style-type: none">• biomes• vegetation belts• volcanoes• earthquakes <p>human geography, including:</p> <p>types of settlement</p> <p>economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
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<p>To understand how these physical/ human features are used and changes of use over time</p> <p>To understand land pattern use and how aspects have changed over time.</p> <p>To understand and locate on a map:</p> <ul style="list-style-type: none"> - Times zones <p>To be able to explain how these zones are different in physical and human features</p> <ul style="list-style-type: none"> - Equator - Northern and Southern hemisphere - Tropics of Cancer and Capricorn - Greenwich Meridian - Arctic and Antarctic <p>To understand the significance of longitude and latitude and relation to the Greenwich Meridian</p> <p>Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place</p>	<p>Understand a countries wealth and trade links – what countries produce and where they sell / ship to.</p> <p>Understand the effects of the water distribution and the water cycle across the world – climate change</p> <p>Water Cycle - https://classroom.thenational.academy/units/water-weather-and-climate-4454</p>	<p>Longitude / Latitude https://www.bbc.co.uk/bitesize/topics/zvsfr82/articles/zd4rmfr</p> <p>Explain how time zones (including day and night) of different countries around the world affect the human and physical geography of a place</p>
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Vocabulary

Extend to include

Prime/Greenwich Meridian and time zones