

Key Stage 1 Geography Objectives. Statutory Knowledge & Concepts

Key Stage 1 Pupils should be taught:

Locational Knowledge

1. name and locate the world's seven continents and five oceans

Use maps and a globe to identify the continents and oceans and understand that both a map and a globe show the same thing.

Locate the continents on a paper map.

Use simple compass directions (North, South, East and West) to describe the location of features on a map.

2. name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.

Use maps and globes to locate the UK.

Be able to identify the 4 countries and label the capital cities.

Explain the purpose of a capital city and form opinions on how this affects population size.

Place Knowledge

1. 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

Locate contrasting area on a map.

Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live?

Express own views about a place, people and environment.

Draw and label pictures to show how places are different.

Human and Physical Geography

1. 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

Ask questions about the weather and seasons.

Observe and record e.g. draw pictures of the weather at different times of the year or keep a record of how many times it rains in a week in the winter and a week in the summer.

Express opinions about the seasons and relate the changes to changes in clothing and activities

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

Be able to verbalise and write about similarities and differences between the features of the two localities.

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents & oceans studied.
- Use simple compass directions (North, South, East & West) and locational & directional language (e.g. near, far, left, right) to describe the location of features & routes on a map.
- Use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; and use & construct basic symbols in a key.
- Use simple fieldwork and observational skills to study geography of their school and its grounds and the key human & physical features of its surrounding environment.

Year 1:

Observe and record information about the local area e.g. how many shops there are near the school, how many bus stops are there close to the school.

Children to **take photos** of interesting things in the local area and **explain** what the photos show.

On a walk in the local area, children to pick things up e.g. a stick, stone, leaf etc and use them to **create memory maps** to show the journey.

Study aerial photographs of the school and label it with key features e.g. school, church, park, shops.

Look at a simple map of the local area and **identify** the things they know and have seen.

Make a simple map.

Create an aerial map of the school/local area as a class by using different sized blocks.

Year 2:

Study maps and aerial photographs and use **simple compass directions** (North, South, East and West) and **locational and directional language** to **describe** the location of features and routes on a map.

Draw own maps of the local area; use and **construct basic symbols in a key.**

Observe and record the features around the school e.g. the different types of plants, the animals seen in different areas of the school, the amount of traffic

Children to make suggestions for the cause of the differences.

Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. Children **make sketches/notes** of their trip to school/trip to the river and then **create a map to direct others** which uses a key and includes the main physical and human features.

Intellectual progression:

Recognise/ identify	Respond & ask questions	Contribute views & opinions	Use basic vocabulary	Describe, observe, reason, select	Classify, categorise, sequence, order, compare & contrast , use appropriate vocabulary
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Key Stage 2 Geography Objectives. Key Stage 2 Statutory Knowledge & Concepts		Pupils should be taught about:			
		Geographical skills & fieldwork			
<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (incl the location of Russia) & North & South America, concentrating on their environmental regions, key physical & human characteristics, countries & major cities. Name & locate countries & cities of the UK, geographical regions & their identifying human & physical characteristics, key topographical features (incl hills, mountains, coasts & rivers) & land-use patterns; & understand how some of these aspects have changed over time. Identify the position & significance of latitude, longitude, Equator, Northern & Southern Hemispheres, the tropics of Cancer & Capricorn, Arctic & Antarctic circle, the Prime/Greenwich Meridian & time zones (incl day & night) 		<ul style="list-style-type: none"> 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, 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 			
<p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> 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 					
<p><u>Human & Physical Geography</u> describe and understand key aspects of:</p> <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (See science links) 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 					
Intellectual progression:					
Describe, observe, reason, select	Classify, categorise, sequence, order, compare & contrast , use appropriate vocabulary	Demonstrate informed understanding through explanation, communicate informed views & opinions using accurate & specialist vocabulary	Apply, priorities, analyse, describe & explain links, patterns, processes & interrelationships, reach conclusions	Synthesise, make substantiated & informed judgements consistent with evidence	Evaluate, critique, predict, hypothesize.

Geographical Skills & Fieldwork

Year 3:

Understand the 8 compass points and use them to explain/identify points on a map

Use locational language to describe the location of points on a map of the school/local area.

e.g. Tell the children some visitors are coming to visit the area in which you live, which includes a tour around the school building and grounds. Plan a tour of the school, which includes a map/ plan of the school and the main geographical features you would see identified, with a key.

Take digital photographs of the main features of the school and plot them on to a map to show the route round the school, using coordinates to show where these key features are

Undertake environmental surveys of the school grounds - litter, noise, likes/ dislikes, areas for improvement

Use the school grounds to undertake weather surveys, including wind direction, where the sun shines (north, south, west), recording changes and observations using a method of choice e.g. rainfall - is it the same on all sides of the school. Make an aerial plan/map of the school, drawing round different sized blocks

Year 4

Children begin to experiment with and understand 4 figure grid references on maps.

e.g. Survey the use of land in the immediate locality of the school e.g. local high street, walking distance area, using the following classifications:

Residential: houses, flats, hotels, hostels **Retail:** food, clothing, footwear, sports, toys, furniture, etc....

Professional/ Commercial: solicitors, banks, building societies, company offices etc....

Industrial and Storage: machine tools, engineering, factories, warehouses

Entertainment/ Leisure: theatres and cinemas, public houses, restaurants, cafes

Public Authorities: local government offices, police, libraries, hospitals, churches, chapels, schools

Other: vacant property, car parking, open spaces, development sites

Compare the land-use in the area chosen with old maps and photographs of the same area to examine how the land-use has changed over time. Investigate why the land-use has changed

Undertake a survey of buildings and materials

Investigate what jobs people do within and beyond the school, in the local area. Sort them into categories and investigate where and how far people travel to work

Compare shops in the local area with the nearest city centre

Interview/ question people who use the shops about the services/ types of shop provided/ shopping habits

Identify local features on a map and begin to experiment with four figure grid references, using them to locate and describe local features.

Undertake surveys. Conduct investigations. Classify buildings.

Use recognised symbols to mark out local areas of interest on own maps.

Choose effective recording and presentation methods e.g. tables to collect data.

Present data in an appropriate way using keys to make data clear.

Draw conclusions from the data.

Year 5 River Study

Look for evidence of past river use by visiting the location.

Make field notes/observational notes about land features.

Visit a river, **locate and explain the features.**

Take photographs to support findings e.g. showing different transport used in the area today which would not have been used during Victorian times.

Study pictures of the river in Victorian times and **compare and contrast.**

Select a method to present the differences in transport in the area today.

Record measurement of river width/depth.

Year 6: Traffic Study

- **Undertake a traffic survey** of the local main road - **tally counting**, types of vehicle observed, **comparing the traffic flow at different times of the day**, parking problems, varying needs of different high street users - shopkeepers, children, senior citizens, businesses
- **Collate the data collected** and **record it using data handling software** to produce graphs and charts of the results.
- **Ask Geographical questions** e.g. how is traffic controlled? What are the main problems?
- **Undertake a street/ noise survey** of the local road/ high street
- **Undertake a general survey** of the local road/ high street:
- **Form and develop opinions** e.g. Do the pupils like/ dislike the road/ street
- **Compare road** with another busier/ quieter street/ road
- **Make suggestions and reflect on own beliefs.** Which street/ road do the pupils prefer? What changes/ improvements would they make to either environment?
- With the children's help, **design and carry out a survey of the views of people** in the high street to find out what they think are the benefits/ drawbacks of closing the high street to traffic. **Use local maps to find other routes** traffic might take.
- **Report on** the effects of environmental change on themselves and others.
- **Carry out a role-play** where pupils look at the issue of traffic in the high street from different viewpoints, making presentations to represent different points of view. This could lead to a class debate for the best way to improve traffic in the high street/ road.
- **Select methods for collecting, presenting and analysing data**
- **Analyse evidence and draw conclusions**

Be aware of own responsibility in the world