

Geography

During each key stage pupils complete projects focused on an area of Geography as part of their curriculum. The projects are organised in a three-year cycle in KS1 and a four-year cycle in KS2. Pupils learn specific knowledge in each project and deepen their understanding across each key stage, including the use of key concepts.

National Curriculum 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.

Key Concepts

During each geography project pupils explore the following key concepts:

- Contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics
- 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
- Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information.

KS1 Specific knowledge within the projects

Year A	My home	Around the UK
	<p>Pupils know where they live in the United Kingdom in relation to the four nations of the country, its capital and the continent of Europe through tools such as maps, atlases, globes and aerial photographs. Pupils learn about the seas and oceans that surround where they live and how they compare to other oceans around the world. They learn about some of the physical and human geographical features of their local area and understand that geography is the study of how people are connected with these environments. Pupils learn about some similarities and differences in their immediate environment. They learn about different uses of land observed in the local area and know that these can be grouped</p>	<p>Pupils learn how to locate the four countries and capital cities of the UK, using, for example, maps, atlases and globes. They know the UK as one of many countries in Europe, with neighbours such as France. Pupils learn about the seas and oceans that surround the UK and begin to learn about their location in the world. They know and locate the continent in which they live. They learn how to use aerial photographs and/or plan perspectives to recognise landmarks and basic human and physical features, for example, famous London buildings. Pupils will consolidate and apply their knowledge of how to use simple compass directions to locate a small area in the UK</p>

	<p>into a small number of categories. They learn about different types of buildings. Pupils learn to use fieldwork skills to develop their knowledge of significant examples of physical and human geographical features of the local area, developing their knowledge of the use of maps and photographs and using simple compass points to navigate around the area. They know how to use fieldwork skills 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. Pupils understand and use key contextual geographical vocabulary.</p>	<p>from their own area and use simple coordinate grids to describe its location. They learn about some geographical similarities and differences between this small area in the UK and a small area in a contrasting non-European country. Pupils will build knowledge of seasonal and daily weather patterns/ climate in the UK, including links to the four seasons, and relate the changes to change in clothing and activities. Pupils understand the difference between weather and climate. Pupils understand and use key contextual geographical vocabulary.</p>
Year B	Snowdonia	Town or country
	<p>Pupils learn to locate Snowdonia alongside the country and continent it is situated in using, for example, maps, atlases and globes. Pupils learn to use, for example, simple compass directions and language, symbols and keys to build locational knowledge of Snowdonia in relation to the Cardiff, London and where they live. They learn about geographical similarities and differences to their own location through studying some of the human and physical geography of Snowdonia, including mountains and volcanoes. They learn how Snowdonia has impacted on the country's economy (eg. through the attraction of sportspeople and tourists/jobs). They will compare and contrast the weather in Snowdonia with the weather in their local environment. Pupils understand the difference between weather and climate. Pupils understand and use key contextual geographical vocabulary.</p>	<p>Pupils learn to put their own local area into the wider context of their region through a comparison study with a local village (or town for federated schools). They know that a town provides a much higher level of services and functions than a village and know that towns have bigger populations, some being large enough to be classified as cities. Pupils know that the physical landscape influenced location and learn about some of the resources that influenced growth. They will compare physical and human features of each place, describing some similarities and differences between urban and rural. Pupils understand simple reasons why a location is suited to its settlement, for example: water supply and natural sources for building materials. They will consolidate their knowledge of how to use maps, technology and aerial photos to explore features and gather evidence. Pupils understand and use key geographical terms and vocabulary.</p>
Year C	The seven continents	Amazon
	<p>Pupils know that there are seven continents on Earth and five oceans, and will be able to name and locate them on maps, atlases and globes. Pupils know what a continent is and be able to describe this. Pupils know which continent they live in. They learn about, compare and contrast, the climate in each of the continents and some significant physical and human features in each (such as the deserts, rivers, mountains and jungle areas that can be found in Africa). Pupils learn the simple points of a compass and related</p>	<p>Pupils learn to name and locate the Amazon and the continent in which it is situated, using maps, atlases and globes. Pupils know up to the four points on a compass and relating directional language in order to describe the location of the Amazon. They know the location of the Amazon in relation to the Equator, North and South Poles. For example, they learn about geographical similarities and differences to their own location through studying the human and physical geography of the Amazon. They learn</p>

	<p>language, symbols and keys to build locational knowledge. Pupils understand and use key geographical terms.</p>	<p>about the temperature of this location in simple terms, hot/cold, in relation to the Equator and the North and South Poles and where pupils live.</p> <p>Pupils learn about weather conditions/patterns in the Amazon region (including how the temperature varies in these places both between day and night and between seasons). They learn about, and understand how the causes and effects of unusual weather conditions/tropical climates impact on the lives of people/living conditions and animals. Pupils understand the difference between weather and climate. Pupils understand and use key contextual geographical vocabulary.</p>
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KS2 Specific knowledge within the projects		
Year A	Dover Harbour	France – Mougins
	<p>Pupils learn how to carry out a structured study of the harbour. Pupils learn how to locate Dover Harbour on a national map using Google maps and other mapping software, atlases and globes. They learn to use satellite and map views of the local area and compare these. Pupils learn how to use mapping software to create their own map of the area. Pupils learn up to 8 eight points of a compass, and up to six-figure grid references, symbols and keys to build locational knowledge and navigate around the area on fieldtrips. They learn about the harbour environment in a variety of ways (including fieldwork and the recording of some of the features) and by researching and identifying key features and attractions. Practical fieldwork may involve learning how to use a map to reach a destination. Pupils learn to identify and describe the main human and physical features of the harbour, including land use and trade links/trade through the port and how the port makes money. They learn about changes in the physical geography of the harbour over time and some of the processes that led to change-how people affect the environment, for example, land use / trade and the impact of the harbour on marine life / pollution. Pupils understand and use key contextual geographical vocabulary.</p>	<p>Pupils continue to learn up to 8 eight points of a compass, and up to six-figure grid references, symbols and keys to build locational knowledge. Pupils continue to learn about the use of, for example, atlases, globes, digital/computer mapping to build locational knowledge such as the capital of France, surrounding oceans, the continent in which the country is situated and countries which border France. They learn to place the location studied into the wider context. Pupils learn about the location of Mougins within France, its neighbouring towns and villages, including its geographical region. Pupils learn about distinctive landscape/physical features and human features, such as climate, forests, settlement, land use pattern, tourism and culture. They learn about, for example, the lives of people, including their jobs, some of which depend on local resources, food and wine culture and its connections with land use, landscapes and climate. Pupils learn about how some of the physical and human features have changed over time. They know some geographical similarities and differences between these features and features of their local area. Pupils understand and use key contextual geographical vocabulary.</p>
Year B	Physical Dover	Brazil
	<p>Suggested foci:</p> <ul style="list-style-type: none"> • Coastline and chalk 	<p>Pupils learn about the location of South America, identifying some of its environmental regions, key physical and</p>

	<ul style="list-style-type: none"> Valley through Temple Ewell <p>Pupils learn about key physical features of areas of Dover such as the landscape through Temple Ewell and the coastline. They learn to use, for example, aerial photographs, maps, globes and atlases to build locational knowledge and make comparisons to learn about the ways in which maps represent and simplify the real world. Pupils learn how to use mapping software to create their own map of the area. Pupils learn up to 8 eight points of a compass, and up to six-figure grid references, symbols and keys to build locational knowledge and navigate around the area on fieldtrips. Pupils learn about some of the physical features, for example, features of the coastline (including erosion and collapse of a cliff) and consider how they might have been formed, understanding the processes that give rise to key physical geographical features of the world, how these are interdependent and bring about change over time. Pupils understand how people can either improve and manage coastal areas sustainably, or damage them (uses of coastal areas). Pupils learn how to use fieldwork skills to, for example, to observe, measure and record some features of the coastline. Pupils understand and use key contextual geographical vocabulary.</p>	<p>human characteristics, countries and major cities. They will continue to learn about, for example, the use of, atlases, globes, digital/computer mapping and the eight points of the compass to build locational knowledge such as the continent in which Brazil is situated, countries which border Brazil and the ocean which borders Brazil. They know the key cities and biomes of Brazil, its geographical zone and vegetation belt. Pupils learn about some of the key aspects of the human geography of Brazil, for example, tourist attractions, types of settlement and culture and land use, the use of climate information and maps to investigate whether the specific animal is living in the right biome based on their adaptations. Pupils learn about physical features, such as mountain ranges, rivers, the water cycle, and biomes (Amazon Rainforest). Pupils learn about the different climate zones in Brazil and work out differences. Pupils know some of the significant similarities and differences between this country and the UK, for example, climate, types of settlement and land use, and understand some of the reasons for these differences/similarities. Pupils understand and use key contextual geographical vocabulary.</p>
Year C	Wales	Dover after 1900
	<p>Pupils learn how to locate Wales, on a national map using for example, Google maps and other mapping software, atlases, ordnance survey maps and globes. They learn to use satellite and map views of the local area and compare these, and use up to eight points of a compass and related positional language to describe location. They know and locate the bordering country and seas. Pupils learn about its position within the wider world, including Europe, the equator, continent, latitudinal location etc. They know, and be able to locate the capital of Wales, cities and towns of Wales. Pupils learn about the human and physical features of Snowdonia, such as agriculture, people, work, homes, mountains, valleys and rivers. They learn about landscape features and places (both human and physical) of Snowdonia, and locate them through using an ordnance survey map and through the use of grid references and grid squares/symbols and keys. Pupils</p>	<p>Pupils learn about the main human and physical features of Dover and changes in these features over time. They understand the relevance of 'thinking like a geographer' to raise key questions and activate prior knowledge. Pupils learn about and use different sources of evidence that will enable them to answer their questions, for example, images, photographs, maps (eg land use), online resources, books, conversations with local people, Kelly's directory of Dover and other sources of evidence from the local library. They will use geographical resources to give descriptions and opinions of the characteristic features of a location.</p> <p>Suggested foci:</p> <ul style="list-style-type: none"> Dover town/high streets. Pupils learn how to use and annotate, for example, Ordnance Survey maps, including the use of grid references, in order to build locational knowledge of features of the high

	<p>understand and use key contextual geographical vocabulary.</p> <p>DT link: Pupils learn about Welsh cuisine, such as Laverbread and Caerphilly, Welsh cakes, Glamorgan sausages (sensory experience, cooking).</p>	<p>streets and surrounding areas, and present arguments/ideas/knowledge about change in the local region. They learn about, for example, how the high street has changed over time (linked to St James Retail and Leisure Park), how the local town makes money, types of service available in the town and the function of different buildings and land ie: land-use types: parks, housing, industry, roads and examine population density (distinguish between areas where people are dispersed (rural) and crowded (towns and cities). Pupils know the difference between urban and rural. Pupils understand and use key contextual geographical vocabulary.</p> <ul style="list-style-type: none"> • Dover Castle and human geographical changes as a result of WW2 and the Cold War-for example, the system of military tunnels cut into the white chalk cliffs that continued to be in use through the Cold War until 1984.
Year D	Around the globe	Human Kent
	<p>Pupils learn about the use of maps, atlases, globes, digital/computer mapping, up to eight points of the compass and up to six-figure grid references, symbols and keys to build locational knowledge, for example, to locate some of the world's countries, including the location of Russia and North and South America.</p> <p>Pupils know the location 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). Pupils learn about key physical and human characteristics, such as environmental regions, major cities, land use patterns, the water cycle, coasts and rivers, mountains, volcanoes, earthquakes, climate zones and biomes.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Children learn about the water cycle, rivers and the effect they have on the landscape. They will look at how rain finds its way into rivers and how rivers develop from the source to entering the sea. Pupils understand how people can 	<p>Suggested foci:</p> <ul style="list-style-type: none"> • Betteshanger Colliery • Shepherdswell railway line to Tilmanstone Colliery • Local Hopfarms <p>Pupils learn about the main physical and human features of an area and how the features of a locality influence the nature and location of human activities within them. For example, through the study of the development of coal mining in Kent and the Miners Way Trail, pupils learn about some of the following: changing settlements, land use and how human processes shape our environment, and sustainable development. Pupils know and understand what life is like in a range of settlement sizes through comparison with previous work/prior learning. Pupils understand where our energy and natural resources come from, for example, energy linked to coal mining. Pupils 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, grid references, graphs, and digital technologies. Pupils understand and use key contextual geographical vocabulary.</p>

	<p>improve and manage rivers sustainably or damage our waterways.</p> <ul style="list-style-type: none"> • Pupils know the different types of mountains and understand key aspects / the physical geography of mountains, how they are formed and mountain diversity • Pupils learn about earthquakes and the movement of tectonic plates. They understand how tectonic plates work, identify the layers of the earth and how earthquakes occur. Pupils understand what happens when tectonic plates move and some of the effects. • Pupils learn about the features of volcanoes and their formation, including how they are distributed around the world. <p>Pupils understand and use key contextual geographical vocabulary.</p>	
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Deepening Understanding

When learning during the Geography projects pupils will deepen their knowledge in:

- contextual world knowledge of people, cultures, locations, places and geographical features (demonstrating greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts)
- understanding of special locations, patterns and connections locally and worldwide
- knowledge of environmental impact and sustainability
- the use of geographical terms

Year Group Learning Expectations

Year 1	<ul style="list-style-type: none"> • Know the names of the four countries that make up the UK and name the three main seas that surround the UK • Know where the equator, North Pole and South Pole are on a globe • Know which is N, E, S and W on a compass • Know features of hot and cold places in the world • Know which is the hottest and coldest season in the UK • Know and recognise main weather symbols • Know the main differences between city, town and village • Know their address, including postcode
Year 2	<ul style="list-style-type: none"> • Know the names of and locate the seven continents of the world • Know the names of and locate the five oceans of the world • Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland • Identify the following physical features: mountain; lake; island; valley; river; cliff; forest and beach • Know the main differences between a place in England and that of a small place in a non-European country • Know and use the terminologies: left and right; below and next to • Explain some of the advantages and disadvantages of living in a city or village.

Year 3	<ul style="list-style-type: none"> • Know the names of, and locate, at least eight European countries • Use maps to locate European countries and capitals. • Know the names of, and locate, at least eight counties and at least six cities in England • Know the names of four countries from the southern and four from the northern hemisphere • Know at least five differences between living in the UK and a Mediterranean country • Know what causes an earthquake • Label the different parts of a volcano • Know how to plan a journey within the UK, using a road map
Year 4	<ul style="list-style-type: none"> • Know where the equator, tropic of Cancer, Tropic of Capricorn and the Greenwich meridian are on a world map • Know what is meant by the term 'tropics' • Know and label the main features of a river • Know why most cities are located by a river • Know the name of, and locate, a number of the world's longest rivers • Know the names of a number of the world's highest mountains • Explain the features of a water cycle
Year 5	<ul style="list-style-type: none"> • Know the names of a number of European capitals • Know the names of, and locate, a number of South or North American countries • Label layers of a rainforest • Know what deforestation means • Know what is meant by biomes and what are the features of a specific biome • Know how to use graphs to record features such as temperature or rainfall across the world
Year 6	<ul style="list-style-type: none"> • Know what most of the ordnance survey symbols stand for • Know how to use six-figure grid references • Know why are industrial areas and ports are important • Know main human and physical differences between developed and third world countries • Know about time zones and work out differences • Know the names of and locate some of the world's deserts • Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc.