

GEOGRAPHY National Curriculum

Key Stage 1	<p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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 <p>Place knowledge</p> <ul style="list-style-type: none"> • 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>Human and physical geography</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • 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 • 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.
Key Stage 2	<p>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.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • 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) <p>Place knowledge</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>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <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.

GEOGRAPHY – Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	<p>Understanding the World ELG: People, Culture and Communities Children at the expected level of development will: 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.</p>	<p>To know that the UK has a government, led by the Prime Minister, and a monarchy, led by Queen Elizabeth II.</p> <p>To know each UK country has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). London is the capital city of the UK.</p> <p>To know that each UK country has its own flag. The Union Jack is used to represent the whole of the UK. All these flags have red, white and blue in them.</p> <p>To know Northern Ireland is separated from the rest of the UK by the Irish Sea. The English Channel is to the south and the North Sea is to the east of the country.</p> <p>To know each UK country has a patron saint: St. George (England), St. Andrew (Scotland), St. David (Wales) and St. Patrick (Northern Ireland).</p> <p>To know each UK country has an emblem: a rose (England), a thistle (Scotland), a leek (Wales) and a clover (Northern Ireland).</p> <p>To know most of the UK has English as its official language. Some people in Wales also speak Welsh and some people in Northern Ireland also speak Gaelic</p> <p>To know that the English population is the biggest in the UK, followed by the Scottish, then the Welsh and finally the Northern Irish. The UK population is about 66 million people altogether.</p>	<p>To know that there are 7 continents of the world: Africa, Antarctica, Asia, Australia, Europe, North America and South America.</p> <p>To know that the UK is in the continent of Europe.</p> <p>To know that there are 5 oceans of the world: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean.</p>	<p>To locate Europe on a map of the world.</p> <p>To locate The Midlands and its counties on a UK map and Italy and Campania on a European map.</p> <p>To know that Campania and The Midlands have many cities.</p> <p>To understand the difference in time zone between the UK and Italy.</p>	<p>To locate the 10 largest countries of the world on a map: China, India, USA, Brazil, Indonesia, Pakistan, Nigeria, Bangladesh, Russia and Mexico.</p> <p>To be able to locate North and South America on a map and link that Brazil is South America’s largest country.</p> <p>To understand the difference in time zone between the UK and North Eastern America and how that differs from North Western America.</p> <p>To understand what the longitude of North Eastern America is in comparison to Epping Forest.</p> <p>To understand that North Eastern America and the UK are in the Northern Hemisphere and South America is in the Southern Hemisphere.</p> <p>To understand that North Eastern America is the western hemisphere and parts of the UK are too but some are the Eastern hemisphere – depending upon where it lies in relation to Prime/Greenwich meridian.</p> <p>To know Temperate deciduous biomes are only in some parts of the world and be able to locate these on a map. Children must also consider the latitude of these biomes.</p> <p>To be able to locate the River Danube on a European map as it flows through ten European countries from Germany to the Black Sea.</p>	<p>To be able to use maps atlases, globes and digital materials to locate the major cities of: London, Manchester, Birmingham, Glasgow and Leeds and their counties on a UK map - including Inverness-shire for comparison.</p>	<p>To locate Egypt, The Suez Canal and The River Nile on a world map concentrating on The River Nile’s key physical and human characteristics.</p> <p>To understand the difference in time zone between the UK and Egypt.</p> <p>To understand what the longitude of Egypt is in comparison to the Greenwich meridian.</p> <p>To locate major cities by The River Nile: Cairo, Giza, Aswan, Luxor and Alexandria.</p> <p>To locate on a map the position of the Tropics of Cancer and Capricorn and understand the significance to the climate zone of Egypt.</p> <p>To ensure the children know The Nile is the longest river in the world.</p>

Place Knowledge

<p>To understand the geographical similarities and differences between a city, town and village in the Black Country and can name a local example of each: City –Wolverhampton, Town – Dudley, Villages - Coseley, Himley, Netherton, Pensnett, Sedgley and Upper and Lower Gornal.</p> <p>To know Dudley is a town in the borough Dudley, which sits on the border of the Black Country (Walsall, Wolverhampton and Sandwell) and Birmingham</p> <p>To know that the M5 is the nearest motorway to Dudley and know where that can allow them to travel to in the UK.</p> <p>To know that there are factories, shops and offices in Dudley.</p>	<p>To know that Barrow Hill in Pensnett is the remnant of an extinct volcano that erupted 315 million years ago.</p> <p>To be able to local physical features on a local map of Dudley including natural features such as hills and mountains (Wren’s Nest, Dudley Castle, Sedgley Beacon and Cawney Hill) and rivers such as the River Stour.</p> <p>To know Kenya belongs to the continent of Africa. Some of its natural features are like the UK’s, but others are different because the countries are on different continents.</p> <p>To know that The natural features of Kenya help its wildlife to survive. They are able to use trees for shade and bodies of water to drink and bathe.</p> <p>To know that a country’s climate depends on how close it is to the North and South pole or the Equator. Kenya’s climate has wet and dry seasons, with some similarities to the UK.</p> <p>To understand that going on safari is popular in Kenya because of the range of animals that live there, their habitats and how they travel around the country.</p> <p>To know that the settlements in Kenya range from small villages in rural areas to large cities.</p>	<p>To know Campania land use varies and consider why.</p> <p>To know agriculture is one of the main economic activities as the soil on the hills of Vesuvius is rich for growing.</p> <p>To know there are many trade links due to its coastal position which also brings tourism.</p> <p>To know Campania has large forested regions.</p> <p>To contrast Campania with the Midlands by understanding that The Midlands land use varies from agriculture to high use of land for dwellings, business and industry.</p> <p>To know that almost 1,000 years ago, Dudley was a small market town with a lot of agricultural land. It became more urbanised over time, particularly from around the 18th century through industry, and is now the main town in the Black Country.</p>	<p>To compare the species of wildlife in each deciduous forest studied and consider how they need to adapt to the different climates.</p> <p>To explore the land use in Epping Forest and North East America Temperate biomes.</p>	<p>To compare the physical similarities and differences between Wrens Nest Hill and Ben Nevis.</p> <p>To complete a study on Wrens Nest Hill - Dudley’s most prominent mountain.</p>	<p>To study The River Nile and understand how it has changed from Egyptian times to modern day.</p>
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**Human and Physical Geography
including
Vocabulary and Communication**

<p>To know a range of physical features such as hills and rivers. Link to Dudley castle features.</p> <p>To know a range of human features such as: churches, houses, bridges and roads.</p> <p>The daily weather in the UK can sometimes be different to the expected weather for that season of the year.</p> <p>To know that different regions of a country can have different patterns of weather. For example, inland areas often have different weather conditions to coastal areas.</p> <p>To know that in countries near the Equator, such as Singapore, the weather is usually hotter and wetter than it is in the UK.</p> <p>To know that in countries near to the North and South Poles, such as Norway, the weather is usually colder than it is in the UK, with much shorter or longer days</p>	<p>To be able to locate human features in Dudley such as: the church, leisure centre, police station, fire station and many shops.</p> <p>To know that the difference between an ocean and a sea is that a sea is surrounded by land which closes it in.</p> <p>To understand that a cliff is a steep rock face, especially at the edge of the sea and know why we do not have any cliffs in Dudley.</p> <p>To know oceans are made of salt water and cover about three quarters of the Earth's surface.</p> <p>To know that continents are very large areas of land usually made up of lots of different countries. Any land submerged by water is known as the sea or the ocean.</p> <p>To know that Australia is a country as well as a continent, whilst Antarctica has no countries or people living there because it is covered in ice.</p> <p>To understand the types of crops farmed in Kenya.</p> <p>To understand the features of a port and a harbour.</p> <p>To understand that there are no harbours or ports in Dudley but Mombasa has a port and Kilindini Harbour is the main part of this port.</p> <p>To understand there are no beaches in Dudley and the reasons for that. However Kenya's best beaches are located just north and south of Mombasa.</p> <p>To know that Kenya's highest mountain is Mount Kenyan and the UK's highest mountain is ben Nevis.</p>	<p>To understand the key aspects of volcanic activity in both locations over time.</p> <p>To understand how earthquakes affect both The Midlands and Campania and the impact they have had in each location over time.</p> <p>To understand the more quarried minerals in Campania are: Limestone, travertine, gypsum and sandstone.</p> <p>To know gypsum is mined in Staffordshire in The Midlands alongside lead, barite, fluorite and rock salt.</p> <p>To understand the implications of having less access to natural resources as The Midlands is landlocked and Campania is coastal.</p> <p>To understand Human geography refers to features that are manmade, such as buildings and road networks, whilst physical geography concerns natural features like mountains and rivers</p> <p>To understand that Urban areas are places that have a lot of buildings, such as cities and towns, whereas rural areas have fewer buildings and are in the countryside.</p> <p>To understand that the buildings in urban areas can be used in a variety of ways: for manufacturing (industrial), for living in (residential), or for selling goods (commercial).</p>	<p>To describe and understand key aspects of different biomes.</p> <p>To understand the different climate zones each Temperate deciduous biome is located in.</p> <p>To know that vegetation belts are an area of the planet characterised by certain flora (plants) due to climatic conditions.</p> <p>To understand the vegetation belts in each location of temperate deciduous forests.</p> <p>To understand the different parts of a deciduous forest such as: understory, canopy and forest floor.</p> <p>To understand the human geography or both locations including land use, economic activity.</p> <p>To be able to link the fact that as precipitation is all year round it is attractive for settlers and may have influenced those who have historically settled in both locations studied.</p> <p>To understand the seasonality of fruit and vegetables grown in Epping Forest and North East America.</p> <p>To know that rivers have valuable uses for living things, including: water, transport, habitat, energy, farming and leisure.</p> <p>To understand that river pollution has wide ranging effects on both the aquatic life within it and the wider environment, although there are ways to prevent such pollution.</p> <p>To understand that pollution can be found in any river, such as the local River Stour (which is a tributary of the River Severn).</p> <p>To know that the Marilao River in the Philippines, is one of the most polluted rivers in the world.</p> <p>To understand that the water cycle is a vital part of the world's ecosystem and involves a series of processes such as evaporation and condensation, which help to recycle precipitation back into the atmosphere using rivers and other bodies of water.</p>	<p>To understand what defines a mountain and what mountains are located in Dudley, West Midlands and the wider UK.</p> <p>To study the contours of Ben Nevis on a map to locate human geographical features.</p> <p>Understand the water cycle in relation to the study of Ben Nevis.</p> <p>Compare the human similarities and differences between Wrens Nest Hill and Ben Nevis including settlements, land use, economic activity, trade links, and natural resourcing – energy, food, minerals and water.</p> <p>To understand how predictions can be made about how a continent or country's location may impact upon its human characteristics: for example, its economy based upon natural resources and its and ability to trade with neighbouring or more distant countries.</p> <p>To understand how predictions can also be made about a continent or country's physical features based on location: for example, the differences in climate between continents and countries nearest to the Arctic and Antarctic Circle in comparison to those nearest the Equator.</p>	<p>To describe and understand key aspects of rivers – The Upper Course, The Middle Course, Erosion, Transportation, Deposition, Oxbow Lakes, the Lower Course.</p> <p>Be able to describe and understand key aspects of the climate zone in Egypt and how it changes throughout the year.</p> <p>To study the vegetation belt in Egypt and how the vegetation found there relates to other aspects such as papyrus for writing on.</p> <p>To be able to describe and understand key aspects of types of settlement, land use, economic activity, trade links, natural resources, energy, food, minerals and water from Egyptian times to modern day.</p> <p>To study the significance of the Aswan Dam and the impact it has on settlement.</p> <p>To understand the impact The Suez Canal had on trade links – in particular look at if you travelled from Southampton to Egypt what would the journey look like before and after The Suez Canal was built.</p> <p>To understand how changes in land use over time in Dudley have greatly impacted the area through migration, job losses/opportunities and health implications caused by pollution. A clear example of this is the closure of Round Oak steelworks (1982) and its repurposing as the Merry Hill Shopping Centre (1986-1989).</p> <p>To further study that in addition to its landmarks, the Dudley area has a wide variety of land uses, including a mixture of residential, commercial and industrial properties.</p> <p>To know that the school is 185.7m above sea level, in comparison to other local uplands such as Sedgley Beacon (237m), Wrens Nest (241m), Turners Hill (271m) and Shropshire Wrekin (407m).In addition to understand that each upland area has different characteristics.</p> <p>To know that the closest river to Dudley is the River Stour (a tributary of the River Severn). The River Tame is also close by and is a tributary of the River Trent – all of these have defining features along their courses.</p>
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Geographical Skills and fieldwork

<p>To identify the UK on a globe and a map of the world.</p> <p>To locate the 4 capital cities on a UK map.</p> <p>Through using simple atlases to know Northern Ireland is separated from the rest of the UK by the Irish Sea, that the English Channel is to the south and the North Sea is to the east of the country.</p> <p>Use aerial photographs to locate where my school is in relation to Dudley town centre on a map of the Black Country.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features on a map.</p>	<p>To create a simple local map whilst out on a walk of the local area noting local landmarks and creating a simple key.</p> <p>To use simple fieldwork to study the geography of their school and its grounds noting key human and physical features of the surrounding environment.</p> <p>To use an atlas to locate the 7 continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America on a world map.</p> <p>To locate Kenya on a globe and on a map of the world.</p> <p>To locate Mau forest on a map of Kenya. To understand that only a small part of Kenya is forest (6%) and this is reducing yearly.</p> <p>To locate the Black Country urban Forest on a map of the Midlands.</p> <p>To locate Swanbrook Valley on a map of the Midlands and to identify what the characteristics are of a local valley.</p> <p>To identify Cotwall End Valley on a Black Country map and understand that it marks the edge of the South Staffordshire/Black Country coalfield.</p> <p>To understand the type of soil and vegetation that is found at Cotwall End Valley and Swanbrook Valley.</p> <p>To locate Great Rift Valley, Jubba Valley and Kerio Valley on a map of Kenya and understand the soil type and vegetation that is found there (link to recent volcanic activity).</p> <p>To locate Vuma Cliffs on a map of Kenya.</p> <p>To locate the UK within the continent of Europe on a European map.</p> <p>To locate the 5 oceans: the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean and the Southern Ocean on a world map.</p> <p>Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features on a map.</p>	<p>To use maps, atlases and computer mapping software to locate The Midlands and Campania.</p> <p>To use maps, atlases and computer mapping software to locate major counties and cities of The Midlands on a West Midlands map.</p> <p>To use a map, atlas and computer mapping software to locate the major cities of Campania on a map of Italy.</p> <p>To know human and physical geographical features can be represented in many ways, such as on maps or in photographs. These can tell us how land use has changed over time.</p> <p>To know that aerial photographs give us a 'birds-eye view' of geographical features and allow people to see a large area all at once to find similarities and differences in how the land is used.</p>	<p>To understand that a river begins at its source, often in mountainous areas, and flows to its mouth, with defining features such as tributaries, meanders and deltas along its route. They are formed through the erosion of natural materials, which are transported and deposited along its' length.</p> <p>To use maps atlases, globes and digital materials to locate the 10 largest countries of the world on a map: China, India, USA, Brazil, Indonesia, Pakistan, Nigeria, Bangladesh, Russia and Mexico.</p> <p>To plot 4-figure and 6-figure grid references on a map and use them to accurately locate geographical features</p> <p>To use the eight points of a compass to accurately locate geographical features.</p>	<p>To be able to use maps atlases, globes and digital materials to locate the major cities of: London, Manchester, Birmingham, Glasgow and Leeds and their counties on a UK map - including Inverness-shire for comparison.</p> <p>To use ordinance survey maps (including their symbols and keys) to look at 4 and 6 figure grid references, the contours of Wrens nest and to locate local human geographical features.</p> <p>To take part in fieldwork to observe, measure and present human and physical and features of Wrens Nest Hill using sketch maps, plans, graphs and digital technologies.</p> <p>To locate Ben Nevis on a UK map looking at 4 and 6 figure grid references.</p> <p>To consider and present some of the key areas for comparison between continents and countries include their size, rivers and their lengths, mountains and their heights and annual temperature ranges.</p>	<p>To be able to use compass points and 4/6 figure grid references and symbols to build their knowledge of where Egypt is situated in the world.</p> <p>To be able to 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 and graphs and digital technologies.</p> <p>To use the eight points of a compass to accurately locate geographical features.</p>
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