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| **GEOGRAPHY**  ***NATIONAL CURRICULUM OBJECTIVES*** | **EYFS** | **Key Stage 1** | **Lower Key Stage 2** | **Upper Key Stage 2** |
| **LOCATIONAL KNOWLEDGE**  **KS1:**  *Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.*  *Name and locate the world’s seven continents and five oceans.*  **KS2:**  *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).* | * Know where the local shops are * Know why there is a need for shops, schools, churches, etc. * Able to spot features such as the school, local church, sea, river in aerial photos. * Know that atlases, globes and maps show places both locally and in the wider world. * Know which town and country they live in. | * Know how to use an atlas and different maps to locate and label places. * Know the names of the four countries that make up the UK and their capital cities. * Know we live on an island that is surrounded bythree main seas and be able to name them and locate and label them on a map. * Know the name of the nearest town or city and be able to locate and label this on a map and/or aerial photograph. * Know the names of and be able to locate and label the seven continents of the world. * Know the names of and be able to locate and label on a map the five oceans of the world. * Name some of the most important buildings that are located in the capital cities of the UK. * Know that not all areas of the UK are the same as Cumbria.   Covered in units:   * Our school and our local area (Autumn – Cycle A) * What do I know about the UK and where I live in Cumbria? (Autumn – Cycle B) * Our World (Spring – Cycle B) | * Know the names of and be able to label and locate some European countries. * Know the names of and able to locate and label some counties and cities in the UK. * Able to locate and label the southern and northern hemisphere countries. * Know where the main mountain regions are in the UK and able to locate and label on a map, digimap and aerial photograph. * Know, name and label and locate the main rivers in the UK. * Know where the equator, Tropic of Cancer, Tropic of Capricorn and the Greenwich Meridian are on a world map.   Covered in units:   * Compare and contrast life in the UK with life in a Mediterranean country. (Autumn – Cycle A) * Mapping (Autumn – Cycle B) * Angry Earth (Spring – Cycle A) * How is a river formed? (Summer – Cycle B) | * Know the names of a number of capital cities across the world (including Europe) and which country they are in and able to label and locate on a world map. * Know the names of and able to label and locate on a world map many of the key seas and key areas across the world, e.g., Mediterranean Sea and Suez Canal, Sahara Desert. * Know what is meant by the term ‘tropics’. * Know the names of, and able to label and locate, a number of South or North American countries. * Know about time zones and able work out time differences.   Covered in units:   * Grand tour of Europe (Summer – Cycle B) * What do we know about North America and what are the main geographical features of particular landscapes (Autumn – Cycle A) * What are the main features of South America and Brazil in particular? (Autumn – Cycle B) |
| **PLACE KNOWLEDGE**  **KS1:**  *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*  **KS2:**  *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* | * Know 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 and aerial photographs * Be able to describe some of the landscapes where they live using terms such as seaside and mountains. | * Know and name the characteristics of the local area using geographical vocabulary- mountains, beach, coast, cliffs valleys, lakes and rivers * Know features of hot and cold places in the world and be able to contrast and compare these with where we live and be able to locate hot and cold places on a map. * Know where the equator, North Pole and South Pole are on a globe. * Know some of the characteristics associated with a coastal place in comparison to where they live * Know the main differences between the climate and features of a place in England and that of a small areaof a non-European country. * Use maps, photographs and videos to explain these differences in geographical terms.   Covered in units:   * Why do we like to be beside the seaside? (Summer – Cycle A) * What do I know about the UK and where I live in Cumbria? (Autumn – Cycle B) * Our school and our local area (Autumn – Cycle A) * Why are some places in the world always hot and cold? (Summer - Cycle B) * How different would my life be if I lived in Kenya? (Spring – Cycle A) | * Explain clearly the main differences between a hamlet, a village, a town and a city * Know the main differences between a rural and an urban location within the UK * Know that weather patterns within the UK can vary between counties. * Know why towns are located near sources of water. * Know the differences between living in the UK and a Mediterranean country * Know that climate and physical features have an important part to play when considering where and how people live   Covered in units:   * Mapping (Autumn – Cycle B) * Renewable energy and climate change (Spring – Cycle B) * What are the main features/jobs within the UK, capital cities and why is the Lake District a unique location? (Summer – Cycle A) | * Know and recognise many of Europe’s key landmarks and able to name which country they are located in. * Know and recognise the physical conditions necessary for the creation of different biomes * Contrast the main features found in two different biomes, e.g., tundra and desert * Know key differences between living in the UK and in a country in either North or South America * Know why the south and north poles have long periods of light or dark according to time of year and know how people living there adapt their lives accordingly * Know how a continent’s climate can vary and impact on people’s lives   Covered in units:   * Grand tour of Europe (Summer – Cycle B) * What are the similarities between different biomes? (Spring -Cycle A) * What do we know about North America and what are the main geographical features of particular regions? (Autumn – Cycle A) * What are the main features of South America and Brazil in particular? (Autumn – Cycle B) |
| **HUMAN & PHYSICAL GEOGRAPHY**  **KS1:**  *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 shops.*  **KS2:**  *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.* | * Know some similarities and differences between different religious and cultural communities in this country, drawing on their personal experiences and what has been read in class * Know that the weather changes at different times of the year in the Uk and how this affects people and what they wear. * Know that some of the food we eat comes from this country and some comes from other countries. | * 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 the key physical and human features of a coastal place and able to describe these from a photograph and label on a map. * Know why we have different coloured bins and be able to talk about how they recycle items and why this matters. * Know that some food we eat is grown locally and some from other parts of Britain and the world and be able to name some of these. * Know and identify the following physical features on a map and aerial photograph: mountain, lake, island, valley, river, cliff, forest and beach * Know some of the advantages and disadvantages of living in a city or village * Know why is it important to recycle and be able to talk in simple terms about pollution and the impact on the local environment. * Know which materials can be recycled.   Covered in units:   * What do I know about the UK and where I live in Cumbria? (Autumn – Cycle B) * Why are some [places in the world always hot and others always cold? (Summer – Cycle B) * Our world (Spring – Cycle B) * Why do we like to be beside the seaside? (Summer – Cycle A) | * Know about some of the physical features related to parts of the UK, e.g., lake district, coastal areas, etc. * Know and label the main features of a river * Know the name of and able to label and locate a number of the world’s longest rivers. * Know why most cities are situated close to a river * Know and explain the features of a water cycle using vocabulary evaporation, condensation and precipitation correctly. * Know that people’s jobs are determined by where they live * Know what earthquakes, tsunamis and volcanoes are * Know what types of weather causes an earthquake and tsunami and able to use geographical vocabulary to explain what these are. * Know where in the world extreme weather patterns such as hurricanes and tsunami occur and why. * Label the different parts of a volcano * Know the names of a number of the world’s highest mountains and able to label and locate on a map. * Know why recycling is important and able to explain how this impacts on the wider world environment   Covered in units:   * What are the main features/jobs within the UK, capital cities and why is the Lake District a unique location? (Summer – Cycle A) * Angry Earth (Spring – Cycle A) * How is a river formed? (Summer – Cycle B) | * Know about the key human and physical differences between living in the UK and a different European country; able to talk about trade links, land use and jobs. * Know what is meant by biomes and what are the features of a specific biome * Label layers of a rainforest and know what deforestation is and why it happens. * Know the term ‘fair trade’ and its implications on the lives of so many people * Know about the positive and negative features of plastic * Know the names of and able to label and locate some of the world’s deserts on a world map * Know about climate change; able to talk about how lifestyles can affect the climate and its potential impact on weather patterns and how changes can affectpeople’s lives * Know why industry and ports are important to the world and able to explain how trade links work   Covered in units:   * Grand tour of Europe (Summer – Cycle B) * What are the similarities between different biomes? (Spring -Cycle A) * How do maps help us find our way around? (Spring – Cycle B) * What is Fairtrade and why should it matter to us? (Summer – Cycle A) |
| **SKILLS & FIELDWORK**  **KS1:**  *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.*  **KS2:**  *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.* | * Describe their immediate environment using knowledge from photographs, fieldwork observations, discussion, stories, non-fiction texts and maps | * Be able to follow a simple road map and recognise symbols for key landmarks- church, forest, river, play area * Use observational skills to describe key features of our village and school grounds * Recognise and name the key features in their local environment and be able to plot these on a map and locate on an aerial photograph * Able to create a map showing a simple route including a simple key * Able to create a simpleplan of the school grounds with a key * Use observational skills following fieldwork to make a 3D map of the village, using road strips, materials and symbols to show the key landmarks and features. * Talk about the main differences between a world map and a globe * Be able to give directions to places on a map using north, south, east and west   Covered in units:   * Our school and our local area (Autumn – Cycle A) * What do I know about the UK and where I live in Cumbria? (Autumn – Cycle B) * Our world – label, name and mapping continents and oceans of the world (Spring – Cycle B) | * Use a globe to gain a better understanding about countries’ location in relation to Europe and the UK. * Talk about the features in their local environment and compare it with another they know * Give directions using north, south, east and west * Recognise ordnance survey symbols * Use maps and globes to locate the equator, the Tropics of Cancer and Capricorn and the Greenwich Meridian * Distinguish between the Northern and Southern hemisphere on both a world map and a globe * Plan a journey within the UK, using a road map * Make a model to show part of the local area, e.g. parks, shopping precinct, etc. * Use four figure grid references to locate places and to give directions * Begin to use eight points of the compass to locate places and to describe locations   Covered in units:   * Mapping (Autumn – Cycle B) * What are the main features/jobs within the UK, capital cities and why is the Lake District a unique location? (Summer – Cycle A) | * Use maps to locate and label European countries and capitals * Use graphs to record features such as temperature or rainfall across the world * Use appropriate geographical language when giving directions * Recognise ordnance survey (OS) symbols and know what they stand for * Use Google Earth to locate a country or place of interest and to follow the journey of rivers, etc. * Understand how to use digimaps * Be familiar with topographical maps and know about contours, etc * Understand how to use six-figure grid references and to use these and the eight compass points to give accurate directions   Covered in units:   * How do maps help us find our way around? (Spring – Cycle B) * What is Fairtrade and why should it matter to us? (Summer – Cycle A) * Grand tour of Europe (Summer – Cycle B) |