

# Geography

## Employability Skills:

Positive attitude  
Teamwork  
Communication  
Self-management  
Willingness to learn  
Problem solving  
Decision making  
Resilience  
Initiative  
Planning and organising

**EYFS: You may see Geography through...**

**Super Me:** Where do you live?

**Celebrations:** Bonfire Night- Guy Fawkes Story- Where is London?, Diwali- Where is India?,

**3,2,1 Blast Off:** Chinese New Year - Where is China?

**Once Upon a time:** What is a map?

**Creatures Great and Small:** Where do bears live?

**Adventures at Sea:** Where can pirates be found?

Locational & Place Knowledge	Human & Physical Geography	Geographical Skills: Enquiry & Investigation	Geographical Skills: Fieldwork	Interpret a range of sources of info	Communicate geographical info
* Know about similarities and differences in relation to places,	* <b>They talk about the features of their own immediate environment and how environments might vary from one another.</b>			* To enjoy a range of books (non-fiction)	* Comment and ask questions about aspects of their familiar world, such as the place where they live or the natural world.

**Year 1: Where in the world do animals live?**

Locational & Place Knowledge	Human & Physical Geography	Geographical Skills: Enquiry & Investigation	Geographical Skills: Fieldwork	Interpret a range of sources of info	Communicate geographical info
<ul style="list-style-type: none"> <li>➤ Name &amp; locate some places in their locality, the UK &amp; wider world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe some places &amp; features using basic geographical vocab.</li> <li>➤ Express their views on some features of their environment eg what they like or dislike.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask &amp; answer simple geographical questions.</li> <li>➤ Describe some similarities &amp; differences when studying places &amp; features eg hot &amp; cold places of the world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe &amp; describe daily weather patterns.</li> <li>➤ Use simple fieldwork &amp; observational skills when studying the school grounds.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a range of sources such as simple maps, globes, atlases &amp; images.</li> <li>➤ Know that symbols mean something on maps.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use maps &amp; other images to talk about everyday life eg how they journey to school.</li> <li>➤ Draw, speak or write about simple geographical concepts such as what they can see where.</li> </ul>

**Year 2: Where does our food come from?**

<b>What is life like in Australia compared to the UK?</b>					
<ul style="list-style-type: none"> <li>➤ Name &amp; locate significant places in their locality, the UK &amp; wider world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Describe places &amp; features using simple geographical vocab.</li> <li>➤ Make observations about features that give places their character.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask &amp; answer simple geographical questions when investigating different places &amp; environments.</li> <li>➤ Describe similarities, differences &amp; patterns eg comparing their lives with those of children in other places &amp; environments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Identify seasonal &amp; daily weather patterns.</li> <li>➤ Develop simple fieldwork &amp; observational skills when studying the geography of their school &amp; local environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a range of sources such as maps, globes, atlases &amp; aerial photos to identify features &amp; places as well as to follow routes.</li> <li>➤ Use simple compass directions as well as locational &amp; directional language when describing features &amp; routes.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Express views about the environment &amp; can recognise how people sometimes affect the environment.</li> <li>➤ Create their own simple maps &amp; symbols.</li> </ul>
<b>Year 3: What causes earthquakes? How is Africa different to the UK?</b>					
<ul style="list-style-type: none"> <li>➤ Name &amp; locate a wider range of places in their locality, the UK &amp; wider world.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use geographical language to describe some aspects of human &amp; physical features &amp; patterns.</li> <li>➤ Make observations about places &amp; features that change over time.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask &amp; answer more searching geographical questions when investigating different places &amp; environments.</li> <li>➤ Identify similarities, differences &amp; patterns when comparing places &amp; features.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe, record &amp; name geographical features in their local environments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a range of sources including digital maps, atlases, globes &amp; satellite images to research &amp; present geographical info.</li> <li>➤ Use the eight compass points &amp; recognise some Ordnance Survey symbols on maps.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Express their opinions on environment issues &amp; recognise how people can affect the environment both positively &amp; negatively.</li> <li>➤ Communicate geographical information through a range of methods including the use of ICT.</li> </ul>
<b>Year 4: How is Water recycled? What is life like in Mexico compared to the UK?</b>					
<ul style="list-style-type: none"> <li>➤ Name &amp; locate a wider range of places in their locality, the UK &amp; wider world including</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use geographical language to identify &amp; explain some aspects of human &amp; physical features &amp; patterns.</li> <li>➤ Describe how features &amp; places change &amp; the links</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask &amp; respond to more searching geographical questions including 'How?' and 'Why?'</li> <li>➤ Identify &amp; describe similarities, differences &amp; patterns when investigating different places,</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe, record and explain physical &amp; human features of the environment.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a range of sources including digital maps, atlases, globes &amp; satellite images to research &amp; present geographical info.</li> <li>➤ Recognise Ordnance Survey symbols on maps &amp; locate features using four-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Express their opinions on environmental issues &amp; recognise that other people may think differently.</li> <li>➤ Communicate geographical information through a range of methods including digital maps, plans, graphs &amp; presentations.</li> </ul>

some globally significant features.	between people & environments.	environments and people.			
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**Year 5: What are the similarities and differences between India and the UK?  
How does longshore drift and coastal erosion affect our coastline? Where the Land meets the sea**

<ul style="list-style-type: none"> <li>➤ Name and locate an increasing range of places in the world including globally and topically significant features and events.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places and environments.</li> <li>➤ Demonstrate understanding of how and why some features or places are similar or different and how and why they change.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here?</li> <li>➤ Recognise geographical issues affecting people in different places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a range of maps and other sources of geographical information and select the most appropriate for a task. <ul style="list-style-type: none"> <li>➤ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>➤ Express &amp; explain their opinions on geographical &amp; environmental issues &amp; recognise why other people may think differently.</li> <li>➤ Choose from a range of methods eg digital maps, plans, graphs &amp; presentation when communicating geographical information.</li> </ul>
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**Year 6: Can we locate countries, oceans, counties and cities on a map?  
Can we describe and understand key aspects of climate zones, biomes and vegetation belts?**

<ul style="list-style-type: none"> <li>➤ Name and locate an extensive range of places in the world including globally and topically significant features and events.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns.</li> <li>➤ Explain some links and interactions between people, places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future?</li> <li>➤ Make predictions and test simple hypotheses about people, places and geographical issues.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements and recordings.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps.</li> <li>➤ Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid references.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events.</li> <li>➤ Communicate geographical information using a wide range of methods including writing at increasing length.</li> </ul>
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