



The intention of the Geography curriculum

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To ensure that all pupils have:

A curiosity and fascination about the world and its people

A knowledge about diverse places, people, resources and natural and human environments

A deep understanding of the Earth's key physical and human processes

An understanding of how the Earth's features at different scales are shaped, interconnected and change over time

What are the key features of 'knowledge-rich' assessment for Geography

At **EYFS**, the knowledge takes full account of the Early Years Framework main characteristics of:

- Understanding the World
- Mathematics

At both key stages the sticky knowledge takes full account of the national curriculum's main characteristics of:

- Locational knowledge
- Place knowledge
- Human and Physical geography
- Geographical skills and fieldwork

- There are relatively few assessment statements as these knowledge statements should be what pupils retain forever; this knowledge is within their long-term memory and will be retained.

- There is a difference between knowledge that will be retained close to the point of teaching and knowledge that will be retained forever.



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Geography: Foundation Stage 2			
	Three and Four-Year-Olds	Reception	ELG
Mathematics	<p>Understand position through words alone. For example, “The bag is under the table,” – with no pointing.</p> <p>Describe a familiar route.</p> <p>Discuss routes and locations, using words like ‘in front of’ and ‘behind’.</p>		
Understanding the World	<p>Use all their senses in hands-on exploration of natural materials.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p>	<p>Draw information from a simple map.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Recognise some environments that are different to the one in which they live.</p>	<p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p> <p>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>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</p>



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			Understand some important processes and changes in the natural world around them, including the seasons.
Key Vocabulary	same, different, similar then, now, before, after, next Autumn, Winter, Spring, Summer		
iii Assessment			



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Geography: Key Stage 1			
Geography	National Curriculum	Year 1	Year 2
Locational Knowledge	<ul style="list-style-type: none"> <i>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</i> <i>name and locate the world's seven continents and five oceans</i> 	<ul style="list-style-type: none"> Recognise the seven continents of the world. Name, locate and identify the UK's surrounding bodies of water. Know the names of the four countries that make up the UK and the four capital cities. Identify some of the human and physical characteristics of the four countries of the UK 	<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 Locate the capital cities of England, Wales, Scotland and Northern Ireland Describe some of the human and physical characteristics of the four countries of the UK
Key Vocabulary		England, Northern Ireland, Scotland, Wales, North Sea, Irish Sea, English Channel and Atlantic Ocean. Europe, Africa, Antarctica, North America, South America, Asia and Australasia	Europe, Africa, Antarctica, North America, South America, Asia and Australasia Atlantic, Pacific, Indian, Southern and Arctic ocean. London, Cardiff, Edinburgh and Belfast.



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<p>lii Assessment</p>		<p>Locational – They look closely at our world and identify the seven continents and the five oceans. They can label these on a map</p> <p>Decade (T2) Century (T3) Impact (T3)</p> <p>Can you tell me the continent we live in? How would you describe the area you live in?</p>	<p>Locational – They look more closely at our world and using compass points, they describe where the seven continents and the five oceans are in relation to each other</p> <p>Decade (T2) Century (T3) Impact (T3)</p> <p>Can you tell me the continent we live in? How would you describe the area you live in?</p>
<p>Place Knowledg e</p>	<ul style="list-style-type: none"> <i>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</i> 	<p>Know some features of cold places in the world</p>	<p>Know the main differences between Skidby (England) and that of a small place in a non-European country</p>



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Key Vocabulary		Arctic, Antarctica, polar regions, North Pole, South Pole	Farming, countryside, village, cold, difference, similarity, animals, ice,
lil Assessment			
Human and Physical Geography	<ul style="list-style-type: none"> • <i>identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</i> • <i>use basic geographical vocabulary to refer to: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather and city, town, village, factory, farm, house, office, port, harbour and shop</i> 	<ul style="list-style-type: none"> • Compare and contrast the hottest and coldest seasons in the UK • Recognise the main weather symbols • Understand location in relation to the Equator, South and North Pole. 	<ul style="list-style-type: none"> • Compare and contrast human and physical features as a cold place. • Understand location in relation to the Equator, South and North Pole
Key Vocabulary		Season, weather, factory, farm, house, office, forest, hill, mountain, sea, ocean.	Port, harbour, beach, cliff, coast, sea, ocean, river, valley and vegetation.



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<p>iii Assessment</p>		<p>Physical – Children identify seasonal and daily weather patterns in the UK</p> <p>Season (T1) Equator (T2) Barometer (T3)</p> <p>Can you name the four seasons? Can you tell me any hot and cold areas of the world?</p>	<p>Physical – Children look in more depth at the daily and seasonal weather patterns in the UK, as well as identifying the hot and cold areas of the world in relation to the equator and North and South Poles.</p> <p>Season (T1) Equator (T2) Barometer (T3)</p> <p>Can you name the four seasons? Can you tell me any hot and cold areas of the world?</p>
<p>Skills and Fieldwork</p>	<ul style="list-style-type: none"> • <i>Use world maps, atlases and globes</i> • <i>Use simple compass directions</i> • <i>Use aerial photos, construct simple maps</i> • <i>Undertake simple fieldwork within school locality</i> 	<ul style="list-style-type: none"> • Using a globe and world map; know where the equator, North Pole and South Pole are located. • Using simple plans, street maps and sketches; • Identify basic map symbols-linked to map skills lesson on the classroom • Begin to recognise N, E, S and W on a compass • Begin to use locational and directional language • Compare and contrast features using terrestrial photographs 	<ul style="list-style-type: none"> • Using a range of maps and globes (human and physical); recognise and identify where the equator, North and South Pole are located. • Using simple plans and street maps; <ul style="list-style-type: none"> • Identify basic map symbolslinked to map skills lesson on the school grounds. • Recall N, E, S and W on a compass • Use locational and directional language. • Compare and contrast features using terrestrial and aerial photographs • Make simple observations and recordings (Pictograms, tally charts, bar graph, Venn diagrams and tables).



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		<ul style="list-style-type: none">• Make simple observations and recordings (Pictograms, tally charts and Venn diagrams).	
Key Vocabulary		Globe, map, atlas, equator, North Pole, South Pole, observe, record, compass, left and right; below, next to	Globe, map, atlas, equator, North Pole, South Pole, weather and climate maps, political maps, online digital maps, compass
iii Assessment		<ul style="list-style-type: none">•	<ul style="list-style-type: none">•



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Geography: Key Stage 2			
Geography	National Curriculum	Year 3	Year 4
Locational Knowledge	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (incl the location of Russia) and North & South America, concentrating on their environmental regions, key physical/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 (incl 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 	<ul style="list-style-type: none"> In Y3 children should revisit the continents of the world and the countries of the UK. Know the names of and locate at least eight European countries (England, Northern Ireland, Scotland, Wales (revision KS1) Southern Ireland, Italy, Greece, Norway, Denmark, Sweden)-linked to history topics in the future. Know the names of and locate some counties (E., N, W, S Yorkshire, Lincolnshire) and cities in England (London, Hull, Lincoln, York, Sheffield, Leeds) 	<ul style="list-style-type: none"> In Y4 ch should plot physical features on to UK maps to build upon their previous knowledge. Know where the main mountain regions are in the UK (e.g. Pennines and Snowdonia, cairngorms)



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	<i>Prime/ Greenwich Meridian and time zones (incl day and night)</i>		
Key Vocabulary		Country, counties, cities and continents.	Tropics, latitude, longitude, Equator, temperate.
iii Assessment		<p>Locational – They have increasing knowledge of our world, and can name and locate counties and cities of the UK using grid references</p> <p>Chronology (T3) Society (T2) Civilisations (T2)</p> <p>What geographical features are specific to [continent]? Why are different time zones used across the world</p>	<p>Locational – They have detailed knowledge of our world and they can identify key topographical features (Inc. hills, mountains, coasts and rivers), using grid references, symbols and keys where appropriate.</p> <p>Chronology (T3) Society (T2) Civilisations (T2)</p> <p>What geographical features are specific to [continent]? Why are different time zones used across the world</p>



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<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 	<ul style="list-style-type: none"> Begin to understand some geographical similarities and differences in places- mountain ranges, deserts and rivers of the world compared to the UK 	<ul style="list-style-type: none"> Explain the similarities and differences of Hull (UK) and a region of a European country Rome (Italy)
<p>Key Vocabulary</p>	<div style="background-color: black; width: 100%; height: 100%;"></div>	<p>Hull. – city, river ,Humber Bridge, port, flat land, Rome- city, historical features e.g colosseum climate, island and landscape, language tourism.</p>	
<p>Assessment</p>			
<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, incl: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, incl types of settlement and land use, economic 	<ul style="list-style-type: none"> Children should explain, summarise to show their understanding of why the River Nile is so important and why cities are located along it. They should identify, locate and name a number of the world’s deserts (Antarctic, Artic, Sahara, Gobi, Great Victoria), longest rivers (Nile, Amazon, Yangtze River, Danube, Ganges, 	<ul style="list-style-type: none"> Children should explain, summarise and demonstrate their understanding of mountains and ranges within the UK They should be able to explain the main features of a river They should understand the features of a water cycle



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	<i>activity incl trade links, and the distribution of natural resources incl energy, food, minerals and water</i>	<p>Mississippi River) and highest mountains (Himalayas, The Atlas mountains, The Rockies, The Andes, The Alps, The Great Dividing Range)</p> <ul style="list-style-type: none"> Describe and understand trade links and the distribution of natural resources- Fair trade 	
Key Vocabulary		<p>Source, tributary, meander, delta, estuary, mouth, mountain range- The Pennines, the cairngorms, Snowdonia, natural resource, Fairtrade</p>	
lii Assessment		<p>Physical – Children begin to identify the key aspects of the water cycle</p> <p>Biomes (T3) Climate (T2) Vegetation (T3)</p> <p>Can you define the term 'biome'? Can you describe a specific biome and what may live there and why?</p>	<p>Physical – Children have increased knowledge of the world and they continue to identify the key aspects of the water cycle in depth, as well as understand different types of settlements.</p> <p>Biomes (T3) Climate (T2) Vegetation (T3)</p> <p>Can you define the term 'biome'? Can you describe a specific biome and what may live there and why?</p>



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<p>Skills and Fieldwork</p>	<ul style="list-style-type: none"> • <i>use maps, atlases, globes, digital mapping to locate countries and describe features studied</i> • <i>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</i> • <i>use fieldwork to observe, measure and record the human and physical features in the local area (including sketch maps, plans and graphs)</i> 	<ul style="list-style-type: none"> • Using a range of maps and atlases; locate a variety of countries and capitals, identify lines of longitude and latitude • Use a range of globes and atlases and digital mapping to name a number of the world's deserts, longest rivers and highest mountains. • Introduce an Ordnance Survey map 1:50,000; • <i>Explain a range of OS symbols 1 50 k symbols and key (dual carriageway, main road, footpath, wood, parking, information centre, post office)</i> • <i>Four figure grid references</i> • <i>Begin to demonstrate an understanding of the eight points of a compass</i> • Compare and contrast human and physical features- using terrestrial, aerial and satellite photographs • observe and measure (e.g. rainfall, temperature) • Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables) 	<ul style="list-style-type: none"> • Using a range of maps and atlases (digital online mapping and data retrieval (google earth): locate the equator, the Tropics of Cancer and Capricorn • Know how to plan a journey within the UK, using a road map • Using an Ordnance Survey map 1:50,000; • <i>Explain a range of OS symbols 1 50 k symbols (dual carriageway, main road, secondary road, road less than 4m wide, footpath, wood, parking, nature reserve, camp site, information centre, post office)</i> • <i>Four figure grid references</i> • <i>Spot heights</i> • <i>Estimate area</i> • <i>Begin to demonstrate an understanding of the eight points of a compass</i> • <i>Estimate straight line distances using a scale line</i> • Compare and contrast human and physical features- using terrestrial, aerial and satellite photographs
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			<ul style="list-style-type: none">• observe and measure (e.g. rainfall, temperature)• Demonstrate an understanding of recording, presenting and interpreting data (bar charts, tables)
Key Vocabulary		Weather maps, climate maps, physical, human, OS Maps,	Weather maps, climate maps, thematic maps, spot heights, north-west etc, scale line, digital online mapping and data retrieval (google earth), OS maps
lii Assessment		•	•



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Geography: Key Stage 2			
Geography	National Curriculum	Year 5	Year 6
Locational Knowledge	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (incl the location of Russia) and North & South America, concentrating on their environmental regions, key physical/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 (incl 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 	<ul style="list-style-type: none"> Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. Locate Norway, Sweden, Denmark is known as Scandinavia. Locate Oslo, Stockholm and Copenhagen. Countries and cities of the United Kingdom- linked to Viking landings on the E coast- identifying human and physical characteristics, link to key concepts and understand how some of these aspects have changed over time. 	<ul style="list-style-type: none"> Locate countries and capitals world wide –linked to WW2 (must incl location of Russia). Know about time zones, Greenwich Meridian, Arctic and Antarctic circle and work out differences. Know the names of, and locate, a number of South American countries (linked to Falklands History-Argentina, Chile, Paraguay, Brazil, Bolivia, Peru) Focus on Argentina look at key physical and human features-



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	<i>and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (incl day and night)</i>		
Key Vocabulary		Northern Hemisphere, Southern Hemisphere, tropic of Capricorn and Cancer, latitude, longitude, equator	Greenwich Meridian, tropics, latitude, longitude, Equator, Arctic and Antarctic circle
iii Assessment		<p>Locational – With a broad knowledge of the world, they can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere and Southern Hemisphere</p> <p>Chronology (T3) Society (T2) Civilisations (T2)</p> <p>What geographical features are specific to [continent]? Why are different time zones used across the world</p>	<p>Locational – Y6 - With a broad and detailed knowledge of the world, they explore time zones within our world, as well as identifying the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and the Prime/Greenwich Meridian</p> <p>Mastery - Apply knowledge they have gained about the world to plan routes and journey times accurately.</p> <p>Chronology (T3) Society (T2) Civilisations (T2)</p> <p>What geographical features are specific to [continent]? Why are different time zones used across the world</p>



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<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 	<ul style="list-style-type: none"> Evaluate the impact on jobs/settlement/location/human features in Hull (Skidby) and UK 	<ul style="list-style-type: none"> Critique the similarities and differences of living in the UK (Hull/Skidby) and in a region in South America through physical and human features
<p>Key Vocabulary</p>	<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>	<p>Physical Rainforest, mountains, desert, Land-locked countries much larger continent Coastal Beaches Amazon – largest by volume Andes – world’s largest mountain range Distance from the equator</p> <p>Human Deforestation tourism trade Palm oil trade - religion Government rule – president Divide between rich and poor</p>
<p>iii Assessment</p>	<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>	<div style="background-color: black; width: 100%; height: 100%;"></div>



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<p>Human and Physical Geography</p>	<ul style="list-style-type: none"> describe and understand key aspects of physical geography, incl: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle describe and understand key aspects of human geography, incl types of settlement and land use, economic activity incl trade links, and the distribution of natural resources incl energy, food, minerals and water 	<p>Children should justify, apply and evaluate the impact of natural disasters-earthquakes and volcanoes- on the environment</p> <p><i>The Ring of Fire</i></p>	<ul style="list-style-type: none"> Children should begin to hypothesise why industrial areas and ports are important They should critique the features of climate zones, biomes and vegetation belts. To show their understanding the main human and physical differences between developed and third world countries- S.America They should demonstrate an understanding of rainforests and deforestation
<p>Key Vocabulary</p>		<p>Tectonic plates, Ring of fire, magma, mantle, hot spot, Mariana Trench</p>	<p>Climate, tourism, housing, debt, famine, poverty, affluent, industry, economy</p>
<p>iii Assessment</p>		<p>Physical – With increased knowledge of physical features of the world, they start to explore, describe and understand features such as earthquakes and volcanoes.</p> <p>Biomes (T3) Climate (T2) Vegetation (T3)</p>	<p>Physical – Y6 - With a broad and vast bank of knowledge about the physical features of the world, they explore and investigate climate zones, vegetation belts and biomes.</p> <p>Mastery - To apply their knowledge to confidently describe and explain the</p>



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		<p>Can you define the term 'biome'? Can you describe a specific biome and what may live there and why?</p>	<p>relationship between different physical features of the world.</p> <p>Biomes (T3) Climate (T2) Vegetation (T3)</p> <p>Can you define the term 'biome'? Can you describe a specific biome and what may live there and why?</p>
<p>Skills and Fieldwork</p>	<ul style="list-style-type: none"> • <i>use maps, atlases, globes, digital mapping to locate countries and describe features studied</i> • <i>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</i> <p><i>use fieldwork to observe, measure and record the human and physical features in the local area (including sketch maps, plans and graphs)</i></p>	<ul style="list-style-type: none"> • Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) locate countries and capitals from around the world including the northern and southern hemisphere. • Using an Ordnance Survey map 1:25,000; • <i>Classify a range of OS symbols and key 1 25k map symbols (Motorway, dual carriageway, main road, secondary road, road less than 4m wide, railway line, footpath, wood, building, lighthouse, windmill, post office, school, police station, parking, nature reserve, camp site, picnic site, water activities, information centre, museum)</i> 	<ul style="list-style-type: none"> • Using a range of maps, atlases, digital online mapping and data retrieval (e.g. google earth) to locate countries and places of interest (e.g. journey of a river, fault lines, ring of fire, forest cover) • Using an Ordnance Survey map 1:25,000; • <i>Classify a range of OS symbols and key</i> • <i>1 25k map symbols (Motorway, dual carriageway, main road, secondary road, road less than 4m wide, railway line, footpath, wood, building, lighthouse, windmill, post office, school, police station, parking, nature reserve, camp site,</i>



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		<ul style="list-style-type: none"> • <i>Six figure grid references</i> • <i>Estimate height using contour lines</i> • <i>Understand the eight points of a compass</i> • <i>Calculate straight line distance using a scale line</i> • Reach informed conclusions using terrestrial, aerial and satellite photographs (deforestation, decline of Great Barrier Reef, Ice caps melting) • observe and measure (e.g. rainfall, temperature) • Demonstrate an understanding of recording, presenting, interpreting and evaluating data (line graphs, climate graphs) 	<p><i>picnic site, water activities, information centre, museum)</i></p> <ul style="list-style-type: none"> • <i>Six figure grid references</i> • <i>Estimate height and slope using contour lines</i> • <i>Apply the eight points of a compass</i> • <i>Calculate straight line and actual distance using a scale line</i> • Reach informed conclusions using terrestrial, aerial and satellite photographs (deforestation) • observe and measure (e.g. rainfall, temperature) <p>Demonstrate an understanding of recording, presenting, interpreting and evaluating data (scatter graphs, pie charts, climate graphs)</p>
Key Vocabulary		<p>Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc, scale line, digital online mapping and data retrieval (google earth), OS maps</p>	<p>Weather maps, climate maps, thematic maps, spot heights, pie charts, climate graphs, north-west etc, scale line, scatter graphs, digital online mapping and data retrieval (google earth), OS maps</p>
iii Assessment			