

Geography



Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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.

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- 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 shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- 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).

Place Knowledge

Pupils should be taught to:

- 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.

Human and Physical Geography

Pupils should be taught to:

- 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.

Geographical Skills and Fieldwork

Pupils should be taught to:

- 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 at Berrycoombe

At Berrycoombe School Geography offers a coherently planned sequence of lessons to help teachers ensure they have progressively covered the skills and concepts and knowledge required in the National Curriculum. Berrycoombe School's Geography allows for a broader, deeper understanding of the four areas of geography identified in the curriculum. It will develop contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. We intend to develop children's curiosity and a fascination of the world and its people that will equip them for future learning.

The lessons are intended to improve children's geographical vocabulary, map skills and geographical facts and provide opportunities for consolidation, challenge and variety and to ensure these are transferable geographical skills and concepts are to whatever aspect of geography is being covered.

These key geographical skills and concepts are: Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork.

Geography at Berrycoombe



1. Locational Knowledge



2. Place knowledge



3. Human and Physical Geography



4. Geographical skills and fieldwork.



Geographical Curriculum Intent

... Why We Do, What We Do.



1. Locational Knowledge



KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.

Children can:

- 1) name and locate the world's seven continents and five oceans;
- 2) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas;
- 3) use key vocabulary to demonstrate knowledge and understanding in this strand:
United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica.

LKS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.

Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding, recognising and identifying key physical and human geographical features.

Children can:

- 1) locate the world's countries, using maps to focus on South America, concentrating on environmental regions (For example: the rainforests) and key physical and human characteristics;
- 2) name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed;
- 3) 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;
- 4) use key vocabulary to demonstrate knowledge and understanding in this strand:
county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

UKS2 Geography National Curriculum

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.

Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.

Children can:

- 1) use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- 2) name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time;
- 3) identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map;
- 4) use key vocabulary to demonstrate knowledge and understanding in this strand:
atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.



2. Place Knowledge



KS1 Geography National Curriculum

Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.

Children can:

- 1) compare the UK with a contrasting country in the world;
- 2) compare a local city/town in the UK with a contrasting city/town in a different country;
- 3) use key vocabulary to demonstrate knowledge and understanding in this strand: **South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.**

LKS2 Geography National Curriculum

Children can 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.

Children can:

- 1) understand geographical similarities and differences through the study of human geography of a region of the United Kingdom;
- 2) explore similarities and differences, comparing the human geography of a region of the UK and a region of South America;
- 3) understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom;
- 4) explore similarities and differences comparing the physical geography of a region of the UK and a region of South America;
- 5) use key vocabulary to demonstrate knowledge and understanding in this strand: **Amazon rainforest, Cardinham Woods, Bristol, city, Cornwall, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.**

UKS2 Geography National Curriculum

Children can 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.

Children can:

- 1) understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- 2) understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America;
- 3) use key vocabulary to demonstrate knowledge and understanding in this strand: **latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.**



3. Human and Physical Geography



KS1 Geography National Curriculum

Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.

Children can:

- 1) 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;
- 2) 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;**
- 3) use basic geographical vocabulary to refer to key human features, including: **city, town, village, factory, farm, house, office, port, harbour and shop.**

LKS2 Geography National Curriculum

Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.

Children can:

describe and understand key aspects of:

- 1) physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle;
- 2) human geography, including: types of settlement and land use;
- 3) use key vocabulary to demonstrate knowledge and understanding in this strand: **mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.**

UKS2 Geography National Curriculum

Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Children can:

describe and understand key aspects of:

- 1) physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle;
- 2) 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;
- 3) use key vocabulary to demonstrate knowledge and understanding in this strand: **environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.**



4. Geographical skills and Fieldwork



KS1 Geography National Curriculum

Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.

Children can:

- 1) use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage;
- 2) use simple compass directions and locational and directional to describe the location of features and routes on a map;
- 3) devise a simple map; and use and construct basic symbols in a key;
- 4) use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; For example: going on a tour of the school grounds, analysing aerial photos)
- 5) use key vocabulary to demonstrate knowledge and understanding in this strand: **compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.**

LKS2 Geography National Curriculum

Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).

Children can:

- 1) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- 2) use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world;
- 3) use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies;
- 4) use key vocabulary to demonstrate knowledge and understanding in this strand: **sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.**

UKS2 Geography National Curriculum

Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.

Children can:

- 1) use maps, atlases, globes and digital/computer mapping to locate countries and describe features;
- 2) 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;
- 3) use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies;
- 4) use key vocabulary to demonstrate knowledge and understanding in this strand: **atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.**

