



# Geography



## **National Curriculum Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## **Expected covered content from Key Stage 1**

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.

Pupils should be taught to:

### **Locational knowledge**

- 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**

- 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**

- 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**

- 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 Geography – key stages 1 and 2 3
- 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.





Dimensions – Geography knowledge building – **processes and changes**

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	<b>Composite</b>	<b>Components</b>							
Year 3	To know that both primary and secondary sources of evidence show process and change				To know that there are archaeological remains which show some of the changes since the fall of the Ancient Greek Empire  To explain how archaeological remains show some of the changes in Greece since the fall of the Ancient Greek Empire	To know about and give examples of evidence of animal species loss in the Amazon rainforest  To understand the importance of forest monitoring using field and aerial surveys, and satellite imagery	To know that photos, video footage and coastline maps can show evidence of erosion  To know that maps, Google Maps, Street View and aerial photos show some of the ways in which Paris has changed		To know that maps and aerial photographs are sources of evidence in identifying changes in the landscape of Africa  To know how changes in the landscape and human involvement can be tracked to show the impact on wildlife
Year 4			To explain how field trips are useful for collecting primary evidence about locality  To know that Ordnance Survey maps can be used to investigate geographical and topographical features			To know that maps and photographs can be used to find evidence of urbanisation and other changes to landscapes  To know that photographs and film footage is useful evidence when investigating the story of pollution in the Sao Paolo River	To know that Google Earth and Google Maps provide satellite images of areas  To know that Google Earth and Google Maps provide satellite images of areas to show change over time		
Year 5	To understand the reasons for different processes and resulting changes in a range of locations					To know some of the problems that using fossil fuels creates, such as pollution.  To know that countries in the Middle East have developed into the richest countries in the world because of their oil supply	To know why some people move to new settlements or leave their home country for other countries  To explain how patterns of migration in the United Kingdom have changed over time		To know why America was largely populated by people from other nations, primarily Europeans  To know that Native Americans were forced to leave their homes and live in infertile areas of North America, because of racist attitudes
Year 6				Using maps from the past, know about changes in the locality studied e.g. road layout, disappearance of factories  To understand and explain how history has shaped your locality e.g. industrialisation	To know that the landscape and human geography of countries has been changed by wars  To know some of the ways in which the borders, landscape and human geography of countries has been changed by wars	To know some of the causes and effects of air and water pollution in different parts of the world  To understand the link between waste and pollution in different parts of the world	To understand that tsunamis are caused by sudden movement on the sea floor, such as volcanic eruptions or earthquakes  To know some of the ways in which the 2004 Boxing Day tsunami tragedy changed people's lives in Asia	To know that the River Nile flooded every year and this was then followed by drought.  To know that the Aswan Dam was built to capture floodwater during rainy seasons and release the water during times of drought.	To understand why separate living areas were created, where different people from different racial groups were forced to live  To know that lack of integrity in mining led to high levels of pollution and waste during the apartheid era in South Africa





Dimensions – Geography knowledge building – Human Geography

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	<b>Composite</b>	<b>Components</b>							
Year 3	To know, compare and describe some human geographical features in the wider world				To know some of the human geographical features of Athens and Sparta  To know the origins and purposes of some of the human geographical features of Athens and Sparta	To know that there are few human features within the rainforest and give reasons for this  To know that the Mayan people used to live in the rainforest and historic human features remain as evidence	To know some of the human geographical features of Dover e.g. the castle  To know some of the key landmarks studied in France and compare them with the human geography of Canada		To know some of the human geographical features of the African countries studied  To describe some of the human geographical features of the African countries studied and compare them
Year 4			To know some of the human geographical features in the focus locations  To describe some of the human geographical features of the locations studied and compare them			To know some of the human geographical features in the focus locations e.g. Christ the Redeemer (Brazil)  To describe some of the human geographical features of the countries studied and compare them	To know the role that a port plays in the transportation of goods around the world  To know why factories and industrial areas are often located near ports		
Year 5	To recognise, understand and explain patterns in human geography					To explain how population figures, through jobs or expats, has changed their chosen country  To know how their chosen country has developed over the last 20 / 30 years, in its appearance through human influence	To know about the land reclamation involved in moving the airport from the middle of the harbour in Hong Kong  To understand some of the reasons why old British military installations are being taken over by the jungle across Hong Kong		To know why key buildings and bridges were built, when and by whom  To understand how some of the key landmarks (e.g. the statue of Liberty) are significant to American people and culture
Year 6				To understand how changes, such as the building of new houses, have affected your locality  To know how and why changes in human geography have affected your locality	To know that argument over territory is the main cause of conflict in many wars around the world  To explain how the human geography of some of the areas studied might make them attractive to potential invaders	To know that factors such as transport and manufacturing can affect pollution levels within a locality  To explain how human geography might make people more, or less, susceptible to high levels of pollution	To explain some of the ways in which the 2004 Boxing Day tsunami tragedy changed landscapes in Asia  To understand the importance of ports and harbours in the UK, past and present, in transporting goods throughout the world	To know that fifty million Egyptian people choose to live within a few miles of the River Nile today  To know and explain what makes the area around the River Nile a good settlement	To know that segregation led to inadequate housing, slums and overcrowding in the black townships of South Africa  To explain how segregation, low economic growth and stark unemployment impacted on the human geography of South Africa





Dimensions – Geography knowledge building – **Physical Geography**

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	Composite	Components							
Year 3	To know, compare and describe some physical geographical features in the wider world				To know some of the physical geographical features of Athens and Sparta  To understand the ways in which the physical geography of Greece influenced how people lived	To know and describe some physical features of the rainforest  To know and understand the features of the different layers of the canopy	To know about the variety of landscapes in France e.g. Mont blanc, the River Loire  To know about the variety of landscapes in France and compare those with Canada		To know some of the physical geographical features of the African countries studied  To describe and compare some of the physical geographical features of the African countries studied
Year 4			To know some of the physical geographical features in the focus locations  To describe some of the physical geographical features of the locations studied			To know some of the physical geographical features in the focus locations e.g. Loch Ness (Scotland)  To describe some of the physical geographical features of the countries studied and compare them	To know where the Suez Canal is located and that it is a man-made waterway  To know why the Suez Canal is important in terms of global trade		
Year 5	To understand how the physical geography of a place influences the lives of its inhabitants					To know where gas and oil come from and their most common uses  To know that bean growth is linked to climate and give examples	To know that, because there is very little land available to build in Hong Kong, there are lots of high-rise buildings  To know how weather influences the inhabitants of Hong Kong – hot and humid during the summer, with typhoons and thunderstorms		To know which plants and animals are native to North America  To know how the climate of different parts of North America affects the environment and living things
Year 6				To know how the physical geography of your locality contributes to the life of the community e.g. tourism  To know how the physical geography of your locality (e.g. hills, rivers) impacts on buildings and infrastructure	To know that the desire for land is a common cause of war between countries  To explain how the physical geography of some of the areas studied might make them attractive to potential invaders	To know that factors such as landscape and climate can affect pollution levels within a locality  To explain how physical geography might make people more, or less, susceptible to high levels of pollution	To know some of the ways that the landscape affects communities living in the Himalayas  To know that there are different makeups of soil and what these differences mean to e.g. farmers (growing crops) or builders	To know that much of Egypt is desert, but the area around the River Nile is fertile  To explain the 3 land conditions produced by the River Nile before the Aswan Dam was built	To know that, during the apartheid era in South Africa, non-white people were sent to the 'homeland' areas  To know that the landscape (e.g. little rainfall, rocky ground) of the homelands adversely affected the lives of its inhabitants





Dimensions – Geography knowledge building – **Geographical Vocabulary**

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	<b>Composite</b>	<b>Components</b>							
Year 3	To know and understand key vocabulary related to geographical processes				To know and understand the term 'urbanisation' with reference to Athens  To know and understand the term 'water cycle' and apply it in the context of Greece	To know and understand the term 'tropical' and 'equatorial'  To know and understand the process of deforestation and its effects globally	To know and understand the term 'erosion'  To know and understand the terms 'tourism' and 'climate'		To know and understand the term 'desertification' and use it in the context of Africa  To know and understand the term 'topology' and use it in reference to the landscape of the African countries studied
Year 4			To know and understand the meaning of 'country', 'county' and 'city' and give examples  To know and understand the meaning of 'topography' and give examples			To know and understand the terms 'deforestation' and 'water cycle' in relation to Brazil  To know and understand the terms 'urbanisation' and 'conservation' in relation to Scotland	To know and understand the terms 'import' and 'export' and how they link with trade  To know and understand the term 'deforestation' and how it links to animal extinction		
Year 5	To know and understand more technical vocabulary e.g. biome, climate zone					To understand the meaning of 'fossil fuels' and give examples  To understand what 'non-renewable' and 'renewable energy' is and give examples	To know and understand the terms 'import' and 'export'  To know and understand the terms 'land reclamation' and 'trade links' and give examples		To know and understand the term 'climate zone' when talking about the different areas of North America  To know which plants and animals live in which 'climate zone'
Year 6				To know and understand the terms 'ordnance survey maps', 'grid reference' and the 8 compass points  To know and understand the terms 'industrialisation' and 'property developer'	To know and understand the words 'border(s)' and 'alliances'  To know and understand the terms 'imperialism', 'conflict' and 'colonies'	To know and understand the words 'pollution', 'pollutant', 'reusable' and 'smog'  To know and understand the meaning of 'biodegradable' and 'nurdles'	To know and understand the terms 'minerals', 'drought', 'tornado', and 'hurricane'  To know and understand the terms 'crystal formations', 'climate zone' and 'biomes'	To understand the meaning of 'inundation'  To understand what a 'dam' and 'canal' are	To know and use the term 'population' with reference to the townships of South Africa  To know and use the term 'segregation' with reference to the townships of South Africa

Dimensions – Geography knowledge building – **Locations and Environments**

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	<b>Composite</b>	<b>Components</b>							
Year 3	<b>To know and understand the interrelationship between location and environment</b>				To know that Athens' geographical location meant it became a wealthy naval trade centre  To know that Sparta's mountainous location and its fertile soil meant it could be self-sufficient, as well as well-defended	To know that because tropical rainforests are located near the equator, this impacts on climate  To understand how and why the location of tropical rainforests impacts on biodiversity	To know that northern Canada is dark and frozen for 9 months of the year, so 75% of the population lives in the warmer south  To know that the climate and landscape in France enables the production of a large amount of wine		To know the location of Africa in relation to the equator  To understand how the location of Africa in relation to the equator dictates its climate and landscape
Year 4			To know what aspects of the locality would appeal to different groups of people e.g. young families  To compare 2 localities, giving examples of aspects that would appeal to a specific group of people			To know that the geographical location of each of the countries studied dictates their climate  To know that the very different climates in the three focus countries affects wildlife	To know that when people were finding somewhere to settle, they looked for a fresh water supply  To know some of the reasons why people nowadays choose particular new places to settle		
Year 5		<b>To compare and contrast diverse locations and environments</b>					To know the differences between their home country's climate and the climate of their chosen country  To know which countries have the most fossil fuels and why this is	To know some similarities and differences between the landscape of the UK and that of Hong Kong  To know and explain characteristics of some of the diverse geographical features in Hong Kong e.g. dense urban areas, beaches, forests	
Year 6				To know how your locality is similar to, and different from, other places in your country  To know why your locality is similar to, and different from, other places in your country	To know some of the ways in which the focus countries compare to your locality  To know some of the ways in which the countries studied compare to each other	To know some of the ways in which the human geography of air-polluted areas compares to places with clean air  To know some of the ways in which the physical geography of air-polluted areas compares to places with clean air	To know what a volcanic belt is and the characteristic features of places situated in a volcanic belt  To know some similarities and differences between mountain ranges	To know that Egypt has 2 seasons, compared to the 4 seasons of countries in the Northern Hemisphere  To know some of the differences between the climate and environment in Egypt compared to your home country	To know that non-white people lived on the outskirts, in impoverished overcrowded settlements  To explain how white and non-white areas of South Africa differed during the apartheid era

Dimensions – Geography knowledge building – Similarities and Differences

		Project 1 	Project 2 Competency (NC Ess – Yr 4)	Project 3 NC Essentials	Project 4 	Project 5 	Project 6 NC Essentials	Project 7 Competency	Project 8 
	<b>Composite</b>	<b>Components</b>							
Year 3	To understand how and why some places and features are similar or different, giving reasons				To know some of the differences between the features of Greece and your own locality  To identify how some of the geographical features of Greece and your own country differ	To know that there are no seasons at the equator and every day of the year has 12 hours of sunlight  To know that places located on the equator tend to have a hot, wet and humid climate	To know that the location of Canada leads to its extreme temperatures, in comparison to the moderate climates of the UK and France  To understand some of the ways in which the mountains of France and Canada (Alps and Rockies) compare to the cliffs of Dover		To know that there are 54 countries in Africa and identify some of the differences between them e.g. climate  To understand the reasons for the differences between some of the countries in Africa
Year 4		To know some of the ways that the locality has changed over time in terms of similarities and differences  To know the reasons for some of the changes in the locality over time				To know some of the differences between the features of the countries studied and your own locality  To know the reasons for some of the differences between the features of the countries studied and your own locality	To know that the largest exporters of cocoa are all equatorial and have large areas where people live in poverty  To explain how the focus areas studied for food importation compare to your own locality		
Year 5	To understand why different places employ different strategies for solving similar problems					To know the different ways that Korea, California and the Netherlands are using solar panels to generate solar energy  To explain why solar panels are being implemented in different ways in Korea, California and the Netherlands	To understand how different localities deal with animal conservation concerns  To understand how migration affects different communities and how they deal with the assorted changes		To know how and why people in Florida prepare for extreme weather, such as hurricanes  To know how and why different localities prepare for extreme weather in different ways
Year 6		Know that human and physical characteristics topographical features can present challenges for communities  Know the main problems experienced in your locality and what is being done to solve them, compared to other places with the same problems		Know that different places use different strategies to prevent war, and understand some of the reasons for this  Know some of the ways in which countries defend their land and borders (e.g. border control, naval defence, air strikes)	Know that some countries recycle and re-use all waste products, and compare how this is done  Know some of the different ways in which countries deal with air pollution	Understand how different localities deal with problems of flooding and/or drought  Understand how living in a volcano zone affects communities and how they solves associated problems	Know the implications of a drought in your country, compared to Egypt e.g. severe famine compared to a hose pipe ban  Know that the purpose of the Aswan Dam was to increase the amount of hydroelectric power produced and regulate the flooding of the River Nile	Know how South Africa dealt with the social, economic and geographical problems caused by segregation  Know how SA and USA dealt with the social, economic and geographical problems caused by segregation	