

# Geography

## Purpose of study

- knowledge about diverse places, people, resources and natural and human environments
- understanding of the Earth's key physical and human processes
- understanding of the interaction between physical and human processes
- understanding of the formation and use of landscapes and environments
- understanding how the Earth's features at different scales are shaped, interconnected and change over time.

## 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.

## Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## Subject content 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
- 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.

### **Subject content Key stage 2**

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

#### **Locational knowledge**

- 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**

- 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**

- 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**

- 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.

# LONG TERM CURRICULUM OVERVIEW

		<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	
		<b>Human and Physical</b>	<b>Geographical Study</b>	<b>Locational &amp; Place knowledge - deserts, rainforests, arctic &amp; savannahs</b>	<b>Geographical Fieldwork</b>
<b>KS1</b>	<b>Cycle 1</b>	Seasons & weather	Great Britain: a close look at London	Animal kingdom – deserts, rainforests, the arctic & savannahs	The local area – investigating our streets
	<b>Cycle 2</b>	Hot, cold, wet, dry	Great Britain – an island home	Sailing the seven seas	Fieldwork – our school and our surroundings
<b>LKS2</b>	<b>Cycle 1</b>	Rivers & mountains	Looking at the UK: England, Ireland, Scotland & Wales	Europe: capital cities & landmarks	The local area – Leeds/ Barnsley & local landmarks
	<b>Cycle 2</b>	Volcanoes & earthquakes	Looking at Europe: A European study	What's on the menu? The Mediterranean	Fieldwork – our school and our surroundings
<b>UKS2</b>	<b>Cycle 1</b>	Climate & Biomes	Region of Americas: The Amazon Rainforest	Come fly with me: the Americas	The local area – Penistone/ Ilkley
	<b>Cycle 2</b>	Settlements & trade: silk, spice, chocolate & coffee	Investigating latitude & longitude: The Northern Hemisphere & The Arctic circle	The seven wonders of the world – past and present	Contrasting UK locality Wonderful Whitby

## KS1 Cycle 1

Autumn 2	Spring 2	Summer 2	
Seasons & weather	Great Britain – a close look at London	Animal Kingdom – deserts, rainforests, the arctic & savannahs	The Local Area – investigating our streets
<p><b>NC Attainment targets</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use basic geographical vocabulary to refer to: season and weather</li> </ul>	<p><b>NC Attainment targets</b></p> <ul style="list-style-type: none"> <li>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p><b>NC Attainment targets</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>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</li> </ul>	<p><b>NC Attainment targets</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> <li>Use basic geographical vocabulary to refer to: factory, farm, house, office</li> </ul>
<p><b>Geographical Enquiry</b> Can they:</p> <p>1e keep a weather chart, and answer questions about the weather using a weather chart? 2b find out about a locality by using different sources of evidence? 1b make plausible predictions about what the weather may be like later in the day or tomorrow? 2b make plausible predictions about what the weather may be like in different parts of the world?</p>	<p><b>Geographical Enquiry</b> Can they:</p> <p>1d think of a few relevant questions to ask about a locality? 2a label a diagram or photograph using some geographical words? 2b find out about a locality by using different sources of evidence? 2c find out about a locality by asking some relevant questions to someone else?</p>	<p><b>Geographical Enquiry</b> Can they:</p> <p>1d think of a few relevant questions to ask about a locality? 2a label a diagram or photograph using some geographical words? 2b find out about a locality by using different sources of evidence? 2c find out about a locality by asking some relevant questions to someone else?</p>	<p><b>Geographical Enquiry</b> Can they:</p> <p>1a say what they like about their locality? 1b sort things they like and don't like? 2b find out about a locality by using different sources of evidence? 2d say what they like and don't like about their locality and another locality like the seaside?</p>
<p><b>Physical Geography</b> Can they:</p> <p>1b explain the main features of a hot and cold place? 1d explain how the weather changes with each season? 2c describe some places which are not near the school?</p>	<p><b>Physical Geography</b> Can they:</p> <p>1c describe a locality using words and pictures? 2b explain what makes a locality special? 2c describe some places which are not near the school? 2e describe some of the features associated with an island? 2f describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</p>	<p><b>Physical Geography</b> Can they:</p> <p>1c describe a locality using words and pictures? 2b explain what makes a locality special? 2d describe a place outside Europe using geographical words? 2a find the longest and shortest route using a map? 2b use a map, photographs, film or plan to describe a contrasting locality outside Europe?</p>	<p><b>Physical Geography</b> Can they:</p> <p>1e name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? 2a describe some physical features of their own locality? 1a name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? 2a find the longest and shortest route using a map?</p>
<p><b>Human Geography</b> Can they:</p> <p>1a begin to explain why they would wear different clothes at different times of the year? 1b tell something about the people who live in hot and cold places? 1c explain what they might wear if they lived in a very hot or a very cold place? 2a explain how the weather affects different people?</p>	<p><b>Human Geography</b></p>	<p><b>Human Geography</b> Do they:</p> <p>2c think that people ever spoil the area? How? 2d think that people try to make the area better? How?</p>	<p><b>Human Geography</b> Can they:</p> <p>2a describe some human features of their own locality, such as the jobs people do? 2b explain how the jobs people do may be different in different parts of the world? 2e explain what facilities a town or village might need?</p>
<p><b>Geographical Knowledge</b></p>	<p><b>Geographical Knowledge</b> Can they:</p> <p>1a identify the four countries making up the United Kingdom? 1b name some of the main towns and cities in the United Kingdom? 2d find where they live on a map of the UK? 1a name a few towns in the south and north of the UK?</p>	<p><b>Geographical Knowledge</b> Can they:</p> <p>1c point out where the equator, north pole and south pole are on a globe or atlas? 2a name the continents of the world and find them in an atlas? 2b name the world's oceans and find them in an atlas?</p>	<p><b>Geographical Knowledge</b> Can they:</p> <p>2d find where they live on a map of the UK? 1a name a few towns in the south and north of the UK? 2b point out the North, South, East and West associated with maps and compass?</p>

## KS1 Cycle 2

Autumn 2	Spring 2	Summer 2	
Hot, cold, wet, dry	Great Britain – an island home	Sailing the seven seas	Fieldwork – around our school
<p><b>Attainment targets</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use basic geographical vocabulary to refer to: forest, hill, mountain, river, soil, valley, vegetation</li> </ul>	<p><b>Attainment targets</b></p> <ul style="list-style-type: none"> <li>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</li> <li>Use basic geographical vocabulary to refer to: beach, cliff, coast, sea, ocean, port, harbour and shop</li> </ul>	<p><b>Attainment targets</b></p> <ul style="list-style-type: none"> <li>name and locate the world's seven continents and five oceans</li> <li>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</li> </ul>	<p><b>Attainment targets</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>
<p><b>Geographical Enquiry</b> Can they: 1e answer questions about the weather? If keep a weather chart? 2b find out about a locality by using different sources of evidence? 1a answer questions using a weather chart? 2a make inferences by looking at a weather chart? 2b make plausible predictions about what the weather may be like in different parts of the world?</p>	<p><b>Geographical Enquiry</b> 1d Can they think of a few relevant questions to ask about a locality? 2a Can they label a diagram or photograph using some geographical words? 2b Can they find out about a locality by using different sources of evidence? 2c Can they find out about a locality by asking some relevant questions to someone else?</p>	<p><b>Geographical Enquiry</b> 1d Can they think of a few relevant questions to ask about a locality? 2a Can they label a diagram or photograph using some geographical words? 2b Can they find out about a locality by using different sources of evidence? 2c Can they find out about a locality by asking some relevant questions to someone else?</p>	<p><b>Geographical Enquiry</b> 1a Can they say what they like about their locality? 1b Can they sort things they like and don't like? 2b Can they find out about a locality by using different sources of evidence? 2d Can they say what they like and don't like about their locality and another locality like the seaside?</p>
<p><b>Physical Geography</b> Can they: 1b explain the main features of a hot and cold place? 2b explain what makes a locality special? 2c describe some places which are not near the school? 2d describe a place outside Europe using geographical words?</p>	<p><b>Physical Geography</b> 1c Can they describe a locality using words and pictures? 2b Can they explain what makes a locality special? 2c Can they describe some places which are not near the school? 2e Can they describe some of the features associated with an island? 2f Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</p>	<p><b>Physical Geography</b> 1a Can they tell someone their address? 1c Can they describe a locality using words and pictures? 2b Can they explain what makes a locality special? 2d Can they describe a place outside Europe using geographical words? 2a Can they find the longest and shortest route using a map? 2b Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</p>	<p><b>Physical Geography</b> 1e Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'? 2a Can they describe some physical features of their own locality? 1a Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'? 2a Can they find the longest and shortest route using a map?</p>
<p><b>Human Geography</b> Can they: 1b tell something about the people who live in hot and cold places? 1c explain what they might wear if they lived in a very hot or a very cold place? 2b explain how the jobs people do may be different in different parts of the world? 2a explain how the weather affects different people?</p>	<p><b>Human Geography</b> Can they:</p>	<p><b>Human Geography</b> Can they:</p>	<p><b>Human Geography</b> Can they:</p>
<p><b>Geographical Knowledge</b> Can they: 1c point out where the equator, north pole and south pole are on a globe or atlas? 2a name the continents of the world and find them in an atlas? 2b name the world's oceans and find them in an atlas?</p>	<p><b>Geographical Knowledge</b> Can they: 1a identify the four countries making up the United Kingdom? 1b name some of the main towns and cities in the United Kingdom? 2c name the major cities of England, Wales, Scotland and Ireland? 2d find where they live on a map of the UK? 1a name a few towns in the south and north of the UK?</p>	<p><b>Geographical Knowledge</b> Can they: 1c point out where the equator, north pole and south pole are on a globe or atlas? 2a name the continents of the world and find them in an atlas? 2b name the world's oceans and find them in an atlas? 2b point out the North, South, East and West associated with maps and compass?</p>	<p><b>Geographical Knowledge</b> Can they: 2d find where they live on a map of the UK? 2b point out the North, South, East and West associated with maps and compass?</p>

## KS1 Knowledge, Skills and Understanding breakdown for Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<p>1a Can they say what they like about their locality?                      1b Can they sort things they like and don't like?                      1c Can they answer some questions using different resources, such as books, the internet and atlases?                      1d Can they think of a few relevant questions to ask about a locality?                      1e Can they answer questions about the weather?                      1f Can they keep a weather chart?                      2a Can they label a diagram or photograph using some geographical words?                      2b Can they find out about a locality by using different sources of evidence?                      2c Can they find out about a locality by asking some relevant questions to someone else?                      2d Can they say what they like and don't like about their locality and another locality like the seaside?</p>	<p>1a Can they tell someone their address?                      1b Can they explain the main features of a hot and cold place?                      1c Can they describe a locality using words and pictures?                      1d Can they explain how the weather changes with each season?                      1e Can they name key features associated with a town or village, e.g. 'church', 'farm', 'shop', 'house'?                      2a Can they describe some physical features of their own locality?                      2b Can they explain what makes a locality special?                      2c Can they describe some places which are not near the school?                      2d Can they describe a place outside Europe using geographical words?                      2e Can they describe some of the features associated with an island?                      2f Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</p>	<p>1a Can they begin to explain why they would wear different clothes at different times of the year?                      1b Can they tell something about the people who live in hot and cold places?                      1c Can they explain what they might wear if they lived in a very hot or a very cold place?                      2a Can they describe some human features of their own locality, such as the jobs people do?                      2b Can they explain how the jobs people do may be different in different parts of the world?                      2c Do they think that people ever spoil the area? How?                      2d Do they think that people try to make the area better? How?                      2e Can they explain what facilities a town or village might need?</p>	<p>1a Can they identify the four countries making up the United Kingdom?                      1b Can they name some of the main towns and cities in the United Kingdom?                      1c Can they point out where the equator, north pole and south pole are on a globe or atlas?                      2a Can they name the continents of the world and find them in an atlas?                      2b Can they name the world's oceans and find them in an atlas?                      2c Can they name the major cities of England, Wales, Scotland and Ireland?                      2d Can they find where they live on a map of the UK?</p>
<b>Challenging</b>			
<p>1a Can they answer questions using a weather chart?                      1b Can they make plausible predictions about what the weather may be like later in the day or tomorrow?                      2a Can they make inferences by looking at a weather chart?                      2b Can they make plausible predictions about what the weather may be like in different parts of the world?</p>	<p>1a Can they name key features associated with a town or village, e.g. 'factory', 'detached house', 'semi-detached house', 'terrace house'?                      2a Can they find the longest and shortest route using a map?                      2b Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</p>	<p>1a Can they name different jobs that people living in their area might do?                      2a Can they explain how the weather affects different people?                      2b Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</p>	<p>1a Can they name a few towns in the south and north of the UK?                      2a Can they locate some of the world's major rivers and mountain ranges?                      2b Can they point out the North, South, East and West associated with maps and compass?</p>

## LK12 Cycle 1

<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	
<b>Rivers &amp; mountains</b>	<b>Looking at the UK: England, Ireland, Scotland &amp; Wales</b>	<b>Europe: capital cities &amp; landmarks</b>	<b>The local area – Leeds/ Barnsley &amp; local landmarks</b>
<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> </ul>	<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> </ul>	<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>locate the world's countries, using maps to focus on Europe (including Russia) and North &amp; South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Geographical Enquiry</b> Do they: 3a use correct geographical words to describe a place and the events that happen there?</p>	<p><b>Geographical Enquiry</b> Can they: 3a use correct geographical words to describe a place and the events that happen there? 3b identify key features of a locality by using a map? 3d accurately plot NSEW on a map? 4b find the same place on a globe and in an atlas? 4c label the same features on an aerial photograph as on a map?</p>	<p><b>Geographical Enquiry</b> Can they: 3c begin to use 4 figure grid references? 3d accurately plot NSEW on a map? 3e use some basic OS map symbols? 3f measure distances &gt; 100Km? 4b find the same place on a globe and in an atlas? 3a work out how long it would take to get to a given destination via different modes of transport?</p>	<p><b>Geographical Enquiry</b> Can they: 3a use geographical words to describe a place? 4a carry out survey to discover features of two areas? 4d plan a journey to a place in England? 3a work out how long it would take to get to a given destination taking account of the mode of transport? 4a give accurate measurements between 2 given places within the UK?</p>
<p><b>Physical Geography</b> Can they: 3d confidently describe physical features in a locality? 4d use appropriate symbols to represent different physical features on a map? 3a explain why a locality has certain physical features? 4a explain how a locality has changed over time with reference to physical features? 5a explain many cities are situated by rivers? 5c explain how the water cycle works? 5d explain why water is such a valuable commodity?</p>	<p><b>Physical Geography</b> Can they: 3a use maps and atlases appropriately by using contents and indexes? 4b describe the main features of a village? 4c describe the main physical differences between cities and villages?</p>	<p><b>Physical Geography</b> Can they: 3a use maps and atlases appropriately by using contents and indexes? 3f recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? 4a describe the main features of a well-known city?</p>	<p><b>Physical Geography</b> 3d Can they confidently describe physical features in a locality? 4a Can they describe the main features of a well-known city? 4d Can they use appropriate symbols to represent different physical features on a map? 4a Can they explain how a locality has changed over time with reference to physical features?</p>
<p><b>Human Geography</b> Can they: 3b confidently describe human features in a locality? 3c explain why a locality has certain human features? 4a explain why people are attracted to live in their locality? 4c explain how a locality has changed over time with reference to human features? 3a explain how people's lives vary due to weather?</p>	<p><b>Human Geography</b> Can they: 3b confidently describe human features in a locality? 3c explain why a locality has certain human features? 4a explain why people may choose to live in a city/town/village/island home?</p>	<p><b>Human Geography</b> Can they: 3d explain why a place is like it is? 4c explain how a locality has changed over time with reference to human features? 3a explain how people's lives vary due to weather?</p>	<p><b>Human Geography</b> Can they: 3b confidently describe human features in a locality? 3c explain why a locality has certain human features? 4c explain how a locality has changed over time with reference to human features? 4e suggest different ways that a locality could be changed and improved?</p>
<p><b>Geographical Knowledge</b> Can they: 2a locate some of the world's major rivers and mountain ranges?</p>	<p><b>Geographical Knowledge</b> Can they: 4b explain the difference between the British Isles, Great Britain and UK? 4d name cities in the UK &amp; locate them on a map? 4e locate and name some of the main islands that surround the UK?</p>	<p><b>Geographical Knowledge</b> Can they: 3c name and locate European countries that make up the European Union? 3d name and locate the capital cities of neighbouring European countries? 3e demonstrate awareness of different weather in different parts of the world, especially Europe?</p>	<p><b>Geographical Knowledge</b> Can they: 4b name some of the main towns and cities in Yorkshire and Lancashire?</p>

	4a name the counties that make up the home counties of London?	3a name the two largest seas around Europe?	
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<b>LKS2 Cycle 2</b>			
<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	
<b>Volcanoes &amp; earthquakes</b>	<b>Looking at Europe: A European Study</b>	<b>What's on the menu? The Mediterranean</b>	<b>Fieldwork – our school and our surroundings</b>
<p><b>Attainment targets</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>	<p><b>Attainment targets</b></p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> </ul>	<p><b>Attainment targets</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<p><b>Attainment targets</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Geographical Enquiry</b> 3a Do they use correct geographical words to describe a place and the events that happen there?</p>	<p><b>Geographical Enquiry</b> 3a Do they use correct geographical words to describe a place and the events that happen there? 3b Can they identify key features of a locality by using a map? 3d Can they accurately plot NSEW on a map? 4b Can they find the same place on a globe and in an atlas? 4c Can they label the same features on an aerial photograph as on a map?</p>	<p><b>Geographical Enquiry</b> Can they: 3c begin to use 4 figure grid references? 3d accurately plot NSEW on a map? 3e use some basic OS map symbols? 3f measure distances &gt; 100Km? 4b find the same place on a globe and in an atlas? 3a work out how long it would take to get to a given destination taking account of the mode of transport?</p>	<p><b>Geographical Enquiry</b> 3a Do they use correct geographical words to describe a place and the events that happen there? 4e Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</p>
<p><b>Physical Geography</b> Can they: 3b describe how volcanoes are created? 3c describe how earthquakes are created? 3d describe physical features in a locality? 4d use appropriate symbols to represent different physical features on a map? 3a explain why a locality has certain physical features? 4a explain how a locality has changed over time with reference to physical features?</p>	<p><b>Physical Geography</b> Can they: 3a use maps and atlases appropriately by using contents and indexes 4b describe the main features of a village? 4c describe the main physical differences between cities and villages?</p>	<p><b>Physical Geography</b> Can they: 3a use maps and atlases appropriately by using contents and indexes? 3e locate the Mediterranean and explain why it is a popular holiday destination? 3f recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, NE)? 4a describe the main features of a well-known city?</p>	<p><b>Physical Geography</b> Can they: 3d confidently describe physical features in a locality? 4a describe the main features of a well-known city? 4d use appropriate symbols to represent different physical features on a map? 4a explain how a locality has changed over time with reference to physical features?</p>
<p><b>Human Geography</b> Can they: 3a describe how volcanoes impact on people's lives? 4c explain how a locality has changed over time with reference to human features? 4a explain how people are trying to manage their environment?</p>	<p><b>Human Geography</b> Can they: 3b confidently describe human features in a locality? 3d explain why a place is like it is?</p>	<p><b>Human Geography</b> Can they: 3e explain how the lives of people living in the Mediterranean would be different from their own? 3a explain how people's lives vary due to weather?</p>	<p><b>Human Geography</b> Can they: 4d find different views about an environmental issue? What is their view? 4e suggest different ways that a locality could be changed and improved?</p>
<p><b>Geographical Knowledge</b> Can they: 3b locate and name some of the world's most famous volcanoes?</p>	<p><b>Geographical Knowledge</b> Can they: 3a Can they name a number of countries in the Northern Hemisphere? 3c name and locate some well-known European countries? 3e demonstrate awareness of different weather in different parts of the world, especially Europe? 3a name the two largest seas around Europe?</p>	<p><b>Geographical Knowledge</b> Can they: 3c name and locate some well-known European countries? 3e demonstrate awareness of different weather in different parts of the world, especially Europe? 3a name the two largest seas around Europe?</p>	<p><b>Geographical Knowledge</b> Can they: 4b name some of the main towns and cities in Yorkshire and Lancashire?</p>



## LKS2 Knowledge, Skills and Understanding breakdown for Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<p>3a Do they use correct geographical words to describe a place and the events that happen there?</p> <p>3b Can they identify key features of a locality by using a map?</p> <p>3c Can they begin to use 4 figure grid references?</p> <p>3d Can they accurately plot NSEW on a map?</p> <p>3e Can they use some basic OS map symbols?</p> <p>3f Can they make accurate measurement of distances within 100Km?</p> <p>4a Can they carry out a survey to discover features of cities and villages?</p> <p>4b Can they find the same place on a globe and in an atlas?</p> <p>4c Can they label the same features on an aerial photograph as on a map?</p> <p>4d Can they plan a journey to a place in England?</p> <p>4e Can they accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.)?</p>	<p>3a Can they use maps and atlases appropriately by using contents and indexes?</p> <p>3b Can they describe how volcanoes are created?</p> <p>3c Can they describe how earthquakes are created?</p> <p>3d Can they confidently describe physical features in a locality?</p> <p>3e Can they locate the Mediterranean and explain why it is a popular holiday destination?</p> <p>3f Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</p> <p>4a Can they describe the main features of a well-known city?</p> <p>4b Can they describe the main features of a village?</p> <p>4c Can they describe the main physical differences between cities and villages?</p> <p>4d Can they use appropriate symbols to represent different physical features on a map?</p>	<p>3a Can they describe how volcanoes have an impact on people's lives?</p> <p>3b Can they confidently describe human features in a locality?</p> <p>3c Can they explain why a locality has certain human features?</p> <p>3d Can they explain why a place is like it is?</p> <p>3e Can they explain how the lives of people living in the Mediterranean would be different from their own?</p> <p>4a Can they explain why people are attracted to live in cities?</p> <p>4b Can they explain why people may choose to live in a village rather than a city?</p> <p>4c Can they explain how a locality has changed over time with reference to human features?</p> <p>4d Can they find different views about an environmental issue? What is their view?</p> <p>4e Can they suggest different ways that a locality could be changed and improved?</p>	<p>3a Can they name a number of countries in the Northern Hemisphere?</p> <p>3b Can they locate and name some of the world's most famous volcanoes?</p> <p>3c Can they name and locate some well-known European countries?</p> <p>3d Can they name and locate the capital cities of neighbouring European countries?</p> <p>3e Are they aware of different weather in different parts of the world, especially Europe?</p> <p>4a Can they locate the Tropic of Cancer and the Tropic of Capricorn?</p> <p>4b Do they know the difference between the British Isles, Great Britain and UK?</p> <p>4c Do they know the countries that make up the European Union?</p> <p>4d Can they name up to six cities in the UK and locate them on a map?</p> <p>4e Can they locate and name some of the main islands that surround the UK?</p> <p>4f Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</p>
<b>Challenging</b>			
<p>3a Can they work out how long it would take to get to a given destination taking account of the mode of transport?</p> <p>4a Can they give accurate measurements between 2 given places within the UK?</p>	<p>3a Can they explain why a locality has certain physical features?</p> <p>4a Can they explain how a locality has changed over time with reference to physical features?</p>	<p>3a Can they explain how people's lives vary due to weather?</p> <p>4a Can they explain how people are trying to manage their environment?</p>	<p>3a Can they name the two largest seas around Europe?</p> <p>4a Can they name the counties that make up the home counties of London?</p> <p>4b Can they name some of the main towns and cities in Yorkshire and Lancashire?</p>

## UK\$2 Cycle 1

<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	
<b>Climate &amp; Biomes</b>	<b>Region of Americas: Amazon Rainforest</b>	<b>Come fly with me – the Americas</b>	<b>The local area – Penistone/ Ilkley</b>
<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>▪ describe and understand key aspects of:</li> <li>▪ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>▪ 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</li> </ul>	<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>	<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ 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</li> </ul>	<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>• 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</li> </ul>
<p><b>Geographical Enquiry</b> Can they: 5b map land use? 5c find possible answers to their own geographical questions? 6a explain scale and use maps with a range of scales? 6d use OS maps to answer questions? 6e Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p>	<p><b>Geographical Enquiry</b> Can they: 5c find possible answers to their own geographical questions? 6d use OS maps to answer questions? 6e use maps, aerial photos, plans and web resources to describe what a locality might be like? 6a define geographical questions to guide their research? 6b use a range of self-selected resources to answer questions?</p>	<p><b>Geographical Enquiry</b> Can they: 5a use a range of self-selected resources to collect information about a place and use it in a report? 6a explain scale and use maps with a range of scales? 6e use maps, aerial photos, plans and web resources to describe what a locality might be like? 5a work out an accurate itinerary detailing a journey to another part of the world, taking account of distance and time?</p>	<p><b>Geographical Enquiry</b> Can they: 5a collect information about a place and use it in a report? 5d make detailed sketches and plans; improving their accuracy later? 6b choose the best way to collect information needed and decide the most appropriate units of measure? 6c make careful measurements and use the data? 6a define geographical questions to guide their research?</p>
<p><b>Physical Geography</b> Can they: 5b explain how a location fits into its wider geographical location; with reference to physical features?</p>	<p><b>Physical Geography</b> Can they: 5a explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p>	<p><b>Physical Geography</b> Can they: 5b explain how a location fits into its wider geographical location; with reference to physical features? 6a give extended descriptions of the physical features of different places around the world? 6b describe how some places are similar and others are different in relation to their human features? 6c accurately use a 4 figure grid reference? 6a plan a journey to another part of the world which takes account of time zones?</p>	<p><b>Physical Geography</b> Can they: 6b describe how some places are similar and others are different in relation to their human features? 6d create sketch maps when carrying out a field study?</p>
<p><b>Human Geography</b> Can they: 5b explain how a location fits into its wider geographical location; with reference to human and economical features? 6a give an extended description of the human features of different places around the world? 6b map land use with their own criteria? 6c describe how some places are similar and others are different in relation to their physical features?</p>	<p><b>Human Geography</b> Can they: 5c explain what a place might be like in the future, taking account of issues impacting on human features? 6a give an extended description of the human features of different places around the world? 5a report on ways in which humans have both improved and damaged the environment? 6a explain how human activity has caused an environment to change? 6b name the largest desert in the world?</p>	<p><b>Human Geography</b> Can they: 6a give an extended description of the human features of different places around the world? 6c describe how some places are similar and others are different in relation to their physical features?</p>	<p><b>Human Geography</b> Can they: 6a give an extended description of the human features of different places around the world? 6c describe how some places are similar and others are different in relation to their physical features? 6b analyse population data on two settlements and report on findings and questions raised?</p>
<p><b>Geographical Knowledge</b> Can they: 6b name the largest desert in the world? 6c Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? 5a begin to recognise the climate of a given country according to its location on the map?</p>	<p><b>Geographical Knowledge</b> Can they: 5a begin to recognise the climate of a given country according to its location on the map?</p>	<p><b>Geographical Knowledge</b> Can they: 5c locate the USA and Canada on a world map/ atlas? 5d locate and name the main countries in South America on a world map and atlas? 5a begin to recognise the climate of a given country according to its location on the map?</p>	<p><b>Geographical Knowledge</b> Can they: 6a recognise key symbols used on ordnance survey maps?</p>

## UK\$2 Cycle 2

<b>Autumn 2</b>	<b>Spring 2</b>	<b>Summer 2</b>	
<b>Settlements &amp; trade – silk, spice, chocolate &amp; coffee</b>	<b>Investigating latitude &amp; longitude - the Northern Hemisphere &amp; the Arctic circle</b>	<b>The seven wonders of the world – past &amp; present</b>	<b>Contrasting UK locality Wonderful Whitby</b>
<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:           <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> </li> </ul>	<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>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</li> <li>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</li> </ul>	<p><b>Attainment targets:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Geographical Enquiry</b> Can they: 5b map land use? 5c find possible answers to their own geographical questions? 6a explain scale and use maps with a range of scales? 6d use OS maps to answer questions?</p>	<p><b>Geographical Enquiry</b> Can they: 5c find possible answers to their own geographical questions? 6d use OS maps to answer questions? 6e use maps, aerial photos, plans and web resources to describe what a locality might be like? 6a define geographical questions to guide their research? 6b use a range of self-selected resources to answer questions?</p>	<p><b>Geographical Enquiry</b> Can they: 5a use a range of self-selected resources to collect information about a place and use it in a report? 6a explain scale and use maps with a range of scales? 6e use maps, aerial photos, plans and web resources to describe what a locality might be like? 5a work out an accurate itinerary detailing a journey to another part of the world? 6a define geographical questions to guide their research?</p>	<p><b>Geographical Enquiry</b> Can they: 5a collect information about a place and use it in a report? 5d make detailed sketches and plans; improving their accuracy later? 6b choose the best way to collect information needed and decide the most appropriate units of measure? 6c make careful measurements and use the data? 6a define geographical questions to guide their research?</p>
<p><b>Physical Geography</b> Can they: 5b explain how a location fits into its wider geographical location; with reference to physical features? 6b describe how some places are similar and others are different in relation to their human features? 6b understand the term sustainable development? Can they use it in different contexts?</p>	<p><b>Physical Geography</b> Can they: 6a give extended descriptions of the physical features of different places around the world? 6b describe how some places are similar and others are different in relation to their human features? 5a explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p>	<p><b>Physical Geography</b> Can they: 5b explain how a location fits into its wider geographical location; with reference to physical features? 6b describe how some places are similar and others are different? 6c accurately use a 4 figure grid reference? 6a plan a journey to another part of the world which takes account of time zones?</p>	<p><b>Physical Geography</b> Can they: 6b describe how some places are similar and others are different in relation to their human features? 6d create sketch maps when carrying out a field study?</p>
<p><b>Human Geography</b> Can they: 5b explain how a location fits into its wider geographical location; with reference to human and economical features? 6a describe the human features of different places? 6b map land use with their own criteria? 5a report on ways in which humans have both improved and damaged the environment? 6a explain how human activity has caused an environment to change?</p>	<p><b>Human Geography</b> Can they: 5c explain what a place might be like in the future, taking account of issues impacting on human features? 6a give an extended description of the human features of different places around the world? 5a report on ways in which humans have both improved and damaged the environment? 6a explain how human activity has caused an environment to change?</p>	<p><b>Human Geography</b> Can they: 6a give an extended description of the human features of different places around the world? 6a explain how human activity has caused an environment to change?</p>	<p><b>Human Geography</b> Can they: 5b explain how a location fits into its wider geographical location; with reference to human and economical features? 6a give an extended description of the human features of different places around the world? 6c describe how some places are similar and others are different in relation to their physical features? 6b analyse population data on two settlements and report on findings and questions raised?</p>
<p><b>Geographical Knowledge</b> Can they: 5a begin to recognise the climate of a given country according to its location on the map?</p>	<p><b>Geographical Knowledge</b> Can they: 6c identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles? 6d explain how the time zones work? 5a recognise the climate of a given country according to its location on the map? 6b name the main lines of latitude and meridian of longitude?</p>	<p><b>Geographical Knowledge</b></p>	<p><b>Geographical Knowledge</b> Can they: 6a recognise key symbols used on Ordnance Survey maps?</p>

## UKS2 Knowledge, Skills and Understanding breakdown for Geography

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<p>5a Can they collect information about a place and use it in a report?</p> <p>5b Can they map land use?</p> <p>5c Can they find possible answers to their own geographical questions?</p> <p>5d Can they make detailed sketches and plans; improving their accuracy later?</p> <p>5e Can they plan a journey to a place in another part of the world, taking account of distance and time?</p> <p>6a Can they confidently explain scale and use maps with a range of scales?</p> <p>6b Can they choose the best way to collect information needed and decide the most appropriate units of measure?</p> <p>6c Can they make careful measurements and use the data?</p> <p>6d Can they use OS maps to answer questions?</p> <p>6e Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</p>	<p>5a Can they explain why many cities of the world are situated by rivers?</p> <p>5b Can they explain how a location fits into its wider geographical location; with reference to physical features?</p> <p>5c Can they explain how the water cycle works?</p> <p>5d Can they explain why water is such a valuable commodity?</p> <p>6a Can they give extended descriptions of the physical features of different places around the world?</p> <p>6b Can they describe how some places are similar and others are different in relation to their human features?</p> <p>6c Can they accurately use a 4 figure grid reference?</p> <p>6d Can they create sketch maps when carrying out a field study?</p>	<p>5a Can they explain why people are attracted to live by rivers?</p> <p>5b Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</p> <p>5c Can they explain what a place might be like in the future, taking account of issues impacting on human features?</p> <p>6a Can they give an extended description of the human features of different places around the world?</p> <p>6b Can they map land use with their own criteria?</p> <p>6c Can they describe how some places are similar and others are different in relation to their physical features?</p>	<p>5a Can they name and locate many of the world's major rivers on maps?</p> <p>5b Can they name and locate many of the world's most famous mountain regions on maps?</p> <p>5c Can they locate the USA and Canada on a world map and atlas?</p> <p>5d Can they locate and name the main countries in South America on a world map and atlas?</p> <p>6a Can they recognise key symbols used on ordnance survey maps?</p> <p>6b Can they name the largest desert in the world?</p> <p>6c Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</p> <p>6d Can they explain how the time zones work?</p>
<b>Challenging</b>			
<p>5a Can they work out an accurate itinerary detailing a journey to another part of the world?</p> <p>6a Can they define geographical questions to guide their research?</p> <p>6b Can they use a range of self selected resources to answer questions?</p>	<p>5a Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</p> <p>6a Can they plan a journey to another part of the world which takes account of time zones?</p> <p>6b Do they understand the term sustainable development? Can they use it in different contexts?</p>	<p>5a Can they report on ways in which humans have both improved and damaged the environment?</p> <p>6a Can they explain how human activity has caused an environment to change?</p> <p>6b Can they analyse population data on two settlements and report on findings and questions raised?</p>	<p>5a Can they begin to recognise the climate of a given country according to its location on the map?</p> <p>6a Can they name and locate the main canals that link different continents?</p> <p>6b Can they name the main lines of latitude and meridian of longitude?</p>