

## GEOGRAPHY: CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

**“The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.” - Barack Obama**

### 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.

***KF overview statement to go here***

### FOUNDATION

Curriculum Content:	The key things we want children to know/be able to do:
<p><b>Locational &amp; Place Knowledge</b></p> <ul style="list-style-type: none"> <li>● Africa</li> <li>● Similarities and differences between cultures around the world - clothing, housing, food, families</li> </ul>	<ul style="list-style-type: none"> <li>● Talk about similarities and differences between themselves and others, and among families, communities and traditions.</li> <li>● Know about similarities and differences in relation to places, objects, materials and living things.</li> </ul>

<p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Talk about features of immediate environment and those visited on family trips and holidays</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Drawing and following maps</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the features of their own immediate environment and how environments might vary from one another.</li> </ul>
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**YEAR 1**

<b>Curriculum Content:</b>	<b>The key things we want children to know/be able to do:</b>
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Four countries and capital cities of the UK and surrounding seas</li> <li>• Start to name and locate the 7 continents</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• UK, with London as a focus</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>• Seasonal and daily weather patterns in the UK</li> <li>• Landmarks and physical features of the UK</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Maps of the school site and the local area</li> <li>• Using aerial photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas.</li> <li>• Start to name and locate the world's seven continents.</li> <li>• Identify seasonal and daily weather patterns in the United Kingdom (<i>science link to seasonal change</i>).</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>○ Begin to use aerial photographs to recognise landmarks and basic human and physical features including: factory, city, port, river, forest, mountain.</li> <li>○ Begin to use locational and directional language e.g near and far, left and right to describe the location of features and routes on a map.</li> <li>○ Use world maps, atlases and globes to identify the UK and its countries as well as the countries and continents studied at this stage.</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>

**YEAR 2**

<b>Curriculum Content:</b>	<b>The key things we want children to know/be able to do:</b>
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>• Continents and oceans: focus on the polar regions</li> <li>• <b>Environmental issues, global warming</b></li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>• Church Fenton, UK and Chembakolli, India</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> <li>• Know the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Explore and describe geographical similarities and differences through the study of the physical features of a small area of the United Kingdom and a small area in a contrasting non-European country.</li> </ul>

<ul style="list-style-type: none"> <li>Understanding different cultures - homes, schools</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Church Fenton, UK and Chembakolli, India</li> <li>Similarities and differences in village life and location</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Maps with a key</li> <li>Using atlases, maps, globes and GIS</li> </ul>	<p>e.g. Scarborough v Kenyan Village - beach, cliff, coast, soil, valley, hill, sea, season and weather, vegetation.</p> <ul style="list-style-type: none"> <li>Explore and describe geographical similarities and differences through the study of the human features of a small area of the United Kingdom and a small area in a contrasting non-European country. e.g. Scarborough v Kenyan Village - town, village, farm, house, office, harbour and shop.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Use aerial photographs of study areas to recognise landmarks and basic human and physical features.</li> <li>Devise a simple map and use basic symbols in a key.</li> <li>Use simple compass directions (North, South, East and West)</li> <li>Use world maps, atlases and globes to identify the UK and its countries as well as the countries, continents and oceans studied at this stage.</li> </ul>
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**YEAR 3**

Curriculum Content:	The key things we want children to know/be able to do:
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Revisit countries and capital cities of the UK and surrounding seas</li> <li>Start to name and locate the counties and major cities in the UK</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Church Fenton</li> <li>York</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>Church Fenton v York</li> <li>Focus on rivers, settlement types, population, land use</li> <li>Development of Church Fenton and York over time (history links)</li> <li>Impact of flooding on local communities (link to global flooding in news)</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Accurate use of an atlas (contents, index, coordinates etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Identify key physical features of the UK and describe their characteristics. e.g. hills, mountains, coasts and rivers</li> <li>Identify and describe key human characteristics of the UK. e.g. land use patterns, cities, counties, countries, population, urban and rural, settlement types</li> <li>Compare two localities within the UK with contrasting human and physical features. e.g. local v contrasting place, rural v urban</li> <li>Start to use appropriate geographical terminology. <i>See examples above.</i></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Accurately apply basic map skills for example atlases, 4 point compass, coordinates, symbols and keys to the areas studied.</li> <li>Begin to understand how an atlas works.</li> </ul>

## YEAR 4

Curriculum Content:	The key things we want children to know/be able to do:
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>Changes in the UK over time (land use etc.)</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>Europe (including Russia), with a focus on Greece.</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>UK v Greece (York v Athens)</li> <li>Identify and compare the human and physical features of these locations</li> </ul> <p><b>Geographical Skills and Fieldwork</b></p> <ul style="list-style-type: none"> <li>Four figure grid references</li> <li>OS maps</li> <li>Locate any place in the UK or Europe using an atlas</li> </ul>	<ul style="list-style-type: none"> <li>Describe how physical and human characteristics in the UK have changed over time and give reasons for these changes. <i>e.g. How rural and urban areas in northern England have developed over time</i></li> <li>Identify the physical features of a region in Europe and describe their characteristics. <i>e.g. hills, mountains, coasts and rivers</i></li> <li>Identify and describe the human characteristics of the same region in Europe <i>e.g. land use, cities, regions, countries, population, urban and rural, settlement type</i></li> <li>Compare two localities within Europe with contrasting human and physical features. <i>e.g. Southern Italy- looking at location, economic activity and how this relies on location and surroundings, volcanic activity</i></li> <li>Start to use appropriate geographical terminology. <i>See examples above.</i></li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>Independently use four figure grid references when reading Ordnance Survey maps.</li> <li>Locate places using an atlas.</li> </ul>

## YEAR 5

Curriculum Content:	The key things we want children to know/be able to do:
<p><b>Locational Knowledge</b></p> <ul style="list-style-type: none"> <li>South American continent, countries and capital cities</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>UK region v South American region</li> </ul> <p><b>Human and Physical Geography</b></p> <ul style="list-style-type: none"> <li>UK region v South American region</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe the physical features of a region within North or South America. <i>e.g. hills, mountains, coasts and rivers, climate zones, biomes and vegetation belts (rainforests)</i></li> <li>Identify and describe the human characteristics of a region within North or South America. <i>e.g. land use, cities, regions, countries, population, urban and rural</i></li> <li>Explain how physical and human characteristics may be interdependent.</li> </ul>

- Identify and compare the human and physical features of these locations
- Deforestation, poverty divide, rainforest fires, global warming

### Geographical Skills and Fieldwork

- Position and significance of latitude, longitude, equator, northern and southern hemisphere, tropics, Arctic and Antarctic circle, the Prime and Greenwich Meridian and time zones (including day and night).
- Begin to use six figure grid references (including OS maps)

e.g. climate zones within South America, rainforests, economic activity and links to natural resources and impact of human activity on the natural world

- Describe and begin to explain how physical and human characteristics in the region studied have changed over time and give reasons for these changes. e.g. shrinking rainforests or glaciers
- Continue to develop appropriate geographical terminology. See examples above.

### Skills

- Identify the position and significance of latitude, longitude, equator, northern and southern hemisphere, tropics, Arctic and Antarctic circle, the Prime and Greenwich Meridian and time zones (including day and night).
- With support, use six figure grid references (including using Ordnance Survey map).
- Find human and physical features using an atlas.

## YEAR 6

### Curriculum Content:

North America - formations of physical landscapes (coasts/rivers/volcanoes/mountains), development of human environments  
John Muir - National Parks. Link to Britain.

Revisit Greece, South America and York - comparison

### Locational Knowledge

- Revisit continents and oceans
- Location and names of the English counties
- The states and main cities of North America
- Areas of the world that are likely to be the most affected by environmental issues such as global warming

### Place Knowledge

- Comparing New York with Leeds in relation to the development and growth of the cities

### The key things we want children to know/be able to do:

- Explain the processes and formations of physical landscapes. e.g. a volcano formation
- Explain processes involved in the development of human environments. e.g. how urban areas grow/change
- Describe and explain the differences and similarities in the human geography of previously studied regions of the UK, a European region and region of North or South America. e.g. settlements, economic activity including trade links
- Describe and explain the differences and similarities in the physical geography of previously studied regions of the UK, a European region and region of North or South America. e.g. mountains, rivers, coasts
- Demonstrate a command of appropriate geographical terminology. e.g. latitude, longitude, plate boundaries, tectonics, evaporation, transpiration

### Skills

- Comparing Yosemite in North America with the Yorkshire Moors in relation to the physical geography found there

### **Human and Physical Geography**

- Investigate the changes to the human features of an area of the UK and America as a result of changes to economic activity and developing trade links
- Learn about the formation of mountains and rivers in areas of the UK and North America
- Find out about the impact of environmental changes on the physical and human features of at-risk areas of the UK and wider world

### **Geographical Skills and Fieldwork**

- Use of atlas' and online mapping programs to gather information independently
- Understand and read Ordnance Survey maps, including the symbols, during outdoor learning experiences

- Independently use six figure grid references when reading Ordnance Survey maps.
- Apply eight point compass.
- Demonstrate a knowledge of a variety of map symbols.
- Independently use an atlas to efficiently gather information necessary.

***By the end of Year 6, students will have experience of a fieldwork enquiry which enables them to observe, measure, record and present physical and human features in the local area. This should include the use of digital mapping/GIS, sketch maps, plans and graphs.***