## NATIONAL CURICULUM FOR GEOGRAPHY

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain 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.

GEOGPRAHY COVERAGE KS1			Y1		Y2					
		AUT	SPR	SUM	AUT	SPR	SUM			
Pupils should:										
	velop knowledge about the world, the UK and ir locality.									
	derstand basic subject-specific vocabulary ating to human and physical geography.									
Begin to use geographical skills, including first-hand observations, to enhance their locational awareness.										
Pup	oils should be taught to:									
_	Name and locate the world's seven continents and five oceans									
Locational	Name and locate and identify characteristics of the four countries and capital cities of the UK and surrounding areas.									
Place	Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and non-European country									
eography	Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South poles									
Human and physical geography	Use basic geographical vocabulary to refer to key physical features (beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather) and key human features (city, town, village, factory, farm, house, office, port, habour, shop)									

Geographical skills and fieldwork	Use world maps, atlases and globes to identify the UK and its countries			
	Use simple compass directions and locational and directional language to describe the location of features and routes			
	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			

GEOGPRAHY COVERAGE KS2		Y3			<b>Y4</b>			Y5			Y6		
		Α	SP	SU	Α	SP	SU	Α	SP	SU	Α	SP	SU
Pu	pils should:												
be	tend their knowledge and understanding eyond their local area to include the UK and irope.												
ur	evelop use of geographical knowledge, nderstanding and skills to enhance locational and ace knowledge												
Pu	pils should be taught to:												
	Locate the world's countries, using maps to focus on Europe (inc Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities												
Locational knowledge	Name and locate countries and cities of the UK, geographical regions and their identifying human and physical features and key topographical features (inc 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, Northerm Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (inc day and night)												
Place	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												

ydaesa	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 and physical geogra							
, L	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied						
al skills and fieldwork	to build their knowledge of the United						
Geographica	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.						