

## NATIONAL CURRICULUM 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.

GEOGRAHY COVERAGE KS1		Y1			Y2		
		AUT	SPR	SUM	AUT	SPR	SUM
<b>Pupils should:</b>							
Develop knowledge about the world, the UK and their locality.							
Understand basic subject-specific vocabulary relating to human and physical geography.							
Begin to use geographical skills, including first-hand observations, to enhance their locational awareness.							
<b>Pupils should be taught to:</b>							
Locational	Name and locate the world's seven continents and five oceans						
	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						
Human and physical geography	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						
	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, harbour, 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						



