



# Geography

## Programmes of Study

<p><b>Key Stage One</b></p>	<p><b>Throughout Geography topics:</b></p> <p><i>use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<p><b>Year 1</b></p>	<p><b>Develop Knowledge about our Locality.</b></p>
	<ul style="list-style-type: none"> <li>• Draw a simple map of the classroom</li> <li>• that all pupils have a personal address and that they travel to school</li> <li>• their sense of place in relation to home and school</li> <li>• to describe a route</li> <li>• to recognise some of the physical and human features in their locality</li> <li>• study the school and its grounds, using simple field work and observational skills.</li> <li>• draw a simple map of the local area/school and use and construct basic symbols in a key.</li> <li>• to describe the location of features and routes on a map</li> <li>• to describe the features of the local environment</li> <li>• to express views on the features</li> <li>• Tell each other what you like/dislike about a place, using words, pictures, bar charts and pictograms.</li> <li>• that changes occur in the locality</li> <li>• to identify some of the uses of land and buildings in their locality</li> <li>• to understand that these uses are linked to the work people do</li> <li>• about the need for leisure activities and the types of facilities available</li> <li>• how places change for better or worse over time</li> </ul>
<p><b>Year 1</b></p>	<p><b>Develop Knowledge about the United Kingdom</b></p>
	<ul style="list-style-type: none"> <li>• Know that I live in the British Isles and mark on a map where I live.</li> <li>• Use simple compass directions (North, South, East and West).</li> <li>• Use locational and directional language, (for eg. Near, far, left, right) to describe the location of features and routed on a map.</li> <li>• Know that the United Kingdom is an island and is surrounded by sea.</li> <li>• Know the four countries of the United Kingdom.</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul>
<p><b>Year 1</b></p>	<p><b>Begin to 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.</b></p>
	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom.</li> <li>• Keep a simple weather chart and understand that weather changes each day.</li> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li> </ul>

	<ul style="list-style-type: none"> <li>• identify hot and cold areas of the world.</li> <li>• To know that countries have different weather patterns (ie. Some are hot, some are cold).</li> </ul>
<b>Year 2</b>	<p><b>Throughout Geography topics:</b></p> <p><i>use basic geographical vocabulary to refer to:</i></p> <ul style="list-style-type: none"> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b>Year 2</b>	<b>Develop Knowledge about the World</b>
	<ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the four countries and their capital cities.</li> <li>• name and locate surrounding seas of the United Kingdom.</li> <li>• name and locate the World's seven continents</li> <li>• name and locate the World five oceans</li> <li>• use world maps, atlases and globes to identify countries, continents and oceans.</li> </ul>
<b>Year 2</b>	<b>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.</b>
	<ul style="list-style-type: none"> <li>• <b>To compare and contrast two places, by identifying the similarities and differences.</b></li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li> <li>• Use aerial photographs to recognise landmarks and basic human and physical features.</li> <li>• To say what type of buildings are in a place (houses, shops, offices, flats, farm buildings, etc) and use this to decide whether a place is a city, town, village, coastal or rural.</li> <li>• To say why places have become as they are, (ie. Lots of shops bring lots of people. Countryside, farmland is quiet because people don't have reasons to go there).</li> <li>• To create a perspective plan, including landmarks and basic human and physical features.</li> <li>• To construct basic symbols in a key.</li> <li>• Use simple compass directions (North, South, East and West) and include on a map/perspective plan.</li> </ul>

<b>Year 3</b>	<b>To extend knowledge and understanding in the local area.</b>
	<ul style="list-style-type: none"> <li>• To investigate places</li> <li>• To identify Human and Physical characteristics.</li> <li>• To know about land use in settlements.</li> <li>• To understand how these have changed over time.</li> </ul>

	<ul style="list-style-type: none"> <li>• To use and interpret maps, atlases, globes and computer mapping to locate places.</li> <li>• To use secondary sources.</li> <li>• To describe features studied.</li> <li>• To use the eight points of the compass</li> <li>• To make maps and plans</li> <li>• To use symbols and keys for maps.</li> <li>• To collect evidence and use fieldwork techniques (observe, measure, record and present, using a range of methods, including sketch maps, plans and graphs, and digital technologies)</li> <li>• To know about environmental impact and sustainability.</li> </ul>
<p><b>Year 3</b></p>	<p style="text-align: center;"><b>Study of volcanoes - causes, effects etc</b> <b>Study how human Geography has changed over time</b></p>
	<ul style="list-style-type: none"> <li>• To locate places in the world where volcanoes occur.</li> <li>• To understand and be able to communicate in different ways the cause of volcanoes and the process that occurs before a volcano erupts.</li> <li>• To draw diagrams, produce writing and use the correct vocabulary for each stage of the process of volcanic eruption.</li> <li>• To ask and answer questions about the effects of volcanoes.</li> <li>• To discuss how volcanoes affect human life e.g. settlements and spatial variation.</li>   <li>• To ask, research and explain the following questions: (<i>Links to History</i>). Why did the stone age civilization, the iron age settlers and the Romans choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? What was Celtic and Roman Merton like? How did they trade? How is that different today?</li> <li>• Relate land use and trade to settlements.</li> </ul>
<p><b>Year 3</b></p>	<p style="text-align: center;"><b>Weather around the World</b></p>
	<ul style="list-style-type: none"> <li>• To investigate places</li> <li>• To ask and respond to geographical questions.</li> <li>• To use and interpret globes, maps, atlases and digital/computer mapping.</li> <li>• To use secondary sources.</li> <li>• To recognise patterns</li> </ul>

	<ul style="list-style-type: none"> <li>• To use geographical vocabulary</li> <li>• To know about weather conditions around the world</li> <li>• To be able to locate the Equator and know the significance of it.</li> <li>• To identify the positions of the Northern and the Southern Hemispheres.</li> <li>• To identify similarities and differences.</li> <li>• To know about the effects of weather on human activity.</li> </ul>
<b>Year 4</b>	<b>A Country in Europe</b>
	<ul style="list-style-type: none"> <li>• To investigate places.</li> <li>• To locate the countries in Europe, using maps, digital/computer mapping (including location of Russia).</li> <li>• To identify and locate major cities.</li> <li>• To respond to geographical questions.</li> <li>• To use and interpret globes, atlases, maps and digital/computer mapping.</li> <li>• To use secondary sources.</li> <li>• To use technology to access information.</li> <li>• To identify Physical and Human features.</li> <li>• To identify key aspects of human geography, including types of settlement and land use, economic activity, including trade links.</li> <li>• To begin to understand the relationship between location and economic activity.</li> <li>• To know how places relate to each other.</li> <li>• To make maps.</li> <li>• To know about similarities and differences.</li> </ul>
<b>Year 4</b>	<b>Water</b>
	<ul style="list-style-type: none"> <li>• To obtain information from maps and an atlas</li> <li>• To know about world weather patterns</li> <li>• To know about physical and human features</li> <li>• To make maps and plans</li> <li>• To use secondary sources</li> <li>• To investigate water supply at local and world scales</li> <li>• To know how water is used in the world</li> <li>• To investigate similarities and differences</li> <li>• To know about land use patterns</li> <li>• To use technology to record data.</li> <li>• To observe and question</li> <li>• To collect and analyse evidence</li> <li>• To use secondary sources</li> </ul>

	<ul style="list-style-type: none"> <li>• To know about a land use issue</li> <li>• To know about jobs in a settlement.</li> <li>• To know about the environmental impact of a local activity.</li> </ul>
<b>Year 5</b>	<b>The study of another Continent (Eg. Africa)</b>
	<ul style="list-style-type: none"> <li>• Confidently use maps, globes and Google Earth.</li> <li>• Use atlases/maps to describe and locate places using 4 figure grid references.</li> <li>• Locate the Equator on a map, atlas and globe and draw conclusions about the climates of countries on the Equator and on the tropics.</li> <li>• Locate largest urban areas on a map and use geographical symbols e.g. countours to identify flattest and hilliest areas of the continent.</li> <li>• Ask questions e.g. what is this landscape like? What is life like there?</li> <li>• Study photos/pictures/maps to make comparisons between locations.</li> <li>• Identify and explain different views of people including themselves.</li> <li>• Use maps to locate features of the UK e.g. rivers, mountains, large cities.</li> <li>• Explain and defend which are physical and which are human features.</li> <li>• Label counties, cities, mountains and rivers.</li> <li>• Study photographs and maps of 3 different locations in the UK. Ask Geographical questions e.g. How was the land used in the past? How has it changed? What made it change? How may it continue to change?</li> </ul>
<b>Year 5</b>	<b>Rivers and the water cycle including transpiration</b>
	<ul style="list-style-type: none"> <li>• Use the language of rivers e.g. erosion, deposition, transportation.</li> <li>• Explain and present the process of rivers.</li> <li>• Compare how river use has changed over time and research the impact on trade in history.</li> <li>• Research and discuss how water affects the environment, settlement, environmental change and sustainability.</li> </ul>
<b>Year 5</b>	<b>Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade)</b>
	<ul style="list-style-type: none"> <li>• Identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas.</li> <li>• Discover where food comes from.</li> <li>• Discuss and debate fair trade.</li> </ul>

	<ul style="list-style-type: none"> <li>• Investigate the facts and join in a reasoned discussion.</li> <li>• Generate solutions and promote ethically sound</li> </ul>
Year 6	<p><b>Name and locate the key topographical features including, coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.</b></p>
	<ul style="list-style-type: none"> <li>• On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</li> <li>• Children to be able to identify main capital cities/oceans etc.</li> <li>• Understand the significance of Latitude and longitude</li> <li>• Use 6 figure grid references to identify countries and cities in the world, the main mountain ranges and the longest rivers.</li> <li>• Understand how these features may have changed over time.</li> <li>• Select the most appropriate map for different purposes e.g atlas to find a country, Google Earth to find a village.</li> <li>• Explain the climates of given countries in the world and relate this to knowledge of the hemispheres, the Equator and the Tropics.</li> <li>• Locate the major cities of the world and draw conclusions as to their similarities and differences.</li> <li>• Use maps to identify longitude and latitude.</li> </ul>
Year 6	<p><b>Study of North America</b>  <b>-Environmental regions, key physical and human characteristics. Major cities, mountain ranges, rivers, lakes, landmarks.</b></p>
	<ul style="list-style-type: none"> <li>• Use maps to identify longitude and latitude.</li> <li>• Study maps of the USA to identify environmental regions. Compare and contrast these regions.</li> <li>• Locate the key physical and human characteristics. Relate these features to the locality e.g. population sizes near tourist landmarks/rivers, transport links to mountains.</li> <li>• Locate all the man made features in the USA e.g. Statue of Liberty, Golden Gate Bridge, Grand Canyon, Yosemite National Park, The White House etc. and relate to UK landmarks. Reflect on the importance and value of the tourism industry in these areas</li> </ul>