



### Purpose of Study

A high-quality geography education will inspire a curiosity and fascination of the world for the citizens of the future. It should inspire and equip pupils with a knowledge and understanding of the diverse places, people and environments of their world. Geography helps pupils to understand the interaction of Earth's key physical and human processes and how these features are interconnected and change over time.

### Our curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of places of importance globally
- understand that there are different physical and human processes and key features of their world that are interdependent and change over time
- gain and deploy a geographically grounded understanding of abstract terms and core vocabulary which deepens over time and enables children to be geographers i.e. 'season' 'vegetation' 'habitat' 'climate'
- understanding that a confident geographer much use first hand observation, experiences of field work and a range of resources and information to deepen their awareness of geographical processes to enhance their locational and place knowledge
- confidently communicate their geographical information in a variety of different ways; deepening and enhancing as they grow older

Year Group	Key Objectives	
Year One	<ul style="list-style-type: none"> <li>• Children should develop their knowledge about their lived location and their place and space within it.</li> <li>• Children will refer to local and familiar features using subject specific vocabulary—either human or physical depending on location.</li> <li>• Children will use first hand observation and field work to study their school and the immediate area</li> <li>• Children identify seasonal and daily weather patterns in the United Kingdom</li> <li>• Children understand and compare similarities and differences of their location to a contrasting location in the United Kingdom</li> <li>• Children identify, become aware of and explore different habitats such as bird nests, fish ponds, wild gardens</li> <li>• Use maps and photographs of their local environment</li> </ul>	
Year Two	<ul style="list-style-type: none"> <li>• Children build on and develop their geographical vocabulary to compare and contrast their location to a place on a global scale using human and physical feature vocabulary</li> <li>• Children use their knowledge of their location to apply it to the United Kingdom, its different countries and capital cities</li> <li>• Children use a range of maps, atlases and globes to identify places including countries, continents and oceans</li> <li>• Children use simple compass directions and locational/directional language to describe features and routes on a map</li> <li>• Children develop locational/place knowledge globally with a focus on habitat linking</li> <li>• Children use knowledge of the four countries of the UK to begin to identify characteristics using geographical skills and field work.</li> </ul>	
Year Three	<ul style="list-style-type: none"> <li>• Children locate the world’s countries, using maps with a focus on the United Kingdom-major cities within, geographical regions, human and physical characteristics including hills/mountains/coasts and rivers</li> <li>• <i>Children make links with the period of history related (Stone Age to Iron Age)</i></li> <li>• Children link and compare to aspects which have changed over time.</li> <li>• Children understand similarities and differences through the study of a region of the United Kingdom</li> </ul>	<p>Children extend and enhance their knowledge and understanding beyond the local area to include the UK, Europe, North and South America.</p> <p>This will include the location and characteristics of a <b>range</b> of the world’s most significant human and physical features.</p>
Year Four	<ul style="list-style-type: none"> <li>• Children locate the world’s countries, using maps with a focus on Europe including Russia-major cities within, geographical regions, human and physical characteristics including hills/mountains/coasts and rivers</li> <li>• <i>Children make links with the period of history related (e.g Roman Empire)</i></li> <li>• Children link and compare to aspects which have changed over time.</li> <li>• Children understand similarities and differences through the study of a region-with a focus on human geography and rivers and mountains</li> </ul>	<p>Embedded with this geographical study is the continuous use of maps, atlases, globes and fieldwork.</p> <ul style="list-style-type: none"> <li>• Children use their advanced mapping skills to use digital mapping to locate countries and their features</li> </ul>

<p style="text-align: center;">Year Five</p>	<ul style="list-style-type: none"> <li>• Children locate the world's countries, using maps with a focus on North and South America major cities within, geographical regions, human and physical characteristics including hills/mountains/coasts and rivers</li> <li>• Children use their developed skills to study geographical regions, key topographical features, land use patterns and explore how they have changed over time</li> <li>• Children understand similarities and differences through the study of a region-with a focus on physical aspects-volcanoes and earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>• Children develop their knowledge of compasses to use the eight points of a compass</li> <li>• When developing their mapping skills children build their knowledge of the UK by using 4-6 grid references, symbols and keys</li> <li>• Children continue to 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 style="text-align: center;">Year Six</p>	<ul style="list-style-type: none"> <li>• Children use their knowledge of countries/continents of the world to understand latitude/longitude/Northern/Southern Hemisphere/time zones and the Tropics</li> <li>• Children use their developed skills to study geographical regions by describing and understanding climate zones, biomes and vegetation belts and the water cycle and differences through the study of a region-with a focus on physical aspects-volcanoes and earthquakes</li> </ul>	