National Curriculum objectives in Geography- St Marys Catholic School, New Mills

Year Group	EYFS	Class 1	Class 2	Class 3	Class 4
Knowledge and understanding of places	Children can recognise that a range of technology is used in places such as homes and schools They talk about the features of their own immediate environment and how environments might vary from one another They make observations of animals and plants and explain why some things occur, and talk about changes	To be able to - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom Name and locate the worlds seven continents and five oceans	To be able to - Locate the Equator, North and South poles and the relevant weather and seasonal patterns linked to them Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	To be able to - Name and located the countries and cities of the United Kingdom Located he worlds countries, using maps to focus on contrasting European countries To identify where South America is, the countries within it including the key cities and the surrounding seas	To be able to - Identify the position and significance of lines of latitude and longitude Identify the position and significance of the lines of latitude and longitude, Equator, Northern hemisphere, Southern hemisphere, the Prime/Greenwich meridian and time zones. Locate the worlds countries, using maps
Geographical skills and enquiry		To be able to - To use maps, atlases and globes to identify where this city is compared to where the pupils live 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.	To be able to - Use simple compass directions and locational and directional language to describe the location of features and routes on a map Devise a simple map and use and construct basic symbols in a key Devise your own simple map with symbols and a key Use aerial photos and plan perspectives to recognise local landmarks and basic human and physical features.	To be able 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, graphs and digital technologies (3/4) Use maps, atlases, globes and digital/computing mapping to locate countries and describe features studied To use technology (such as analysing weather patterns) to investigate the rainforest) Use technology to record data and consider the role development plays (Earthquakes)	To be able to - Use four and six figure grid references, symbols and key (including ordinance survey maps) to build their knowledge of the United kingdom and wider world Use map, atlases and globes to locate the countries studied Carry out fieldwork within their local supermarket in order to find out where food comes from by creating surveys and going to their supermarket - create questionnaires for customers. Geographical study and investigation based on a question such as—As a member of the local council what would you build on this land in our local area and why?
Human and physical geography		To be able to - Understand geographical similarities and differences through studying the human and physical geography of a non-European country Compare previous study of the UK with a contrasting European place	To be able to - Carry out a local study of key human and physical features and landmarks in your local area Identify key physical features of Antarctica including glaciers, icebergs, ice caves and Ice mountains Identify key physical features of the Sahara desert including an oasis, sand dunes and salt flats	To be able to - Identify the key features of a volcano such as the crust, mantle, vent, tectonic plates, lava, volcanic ash and the magma chamber Identify key geographical regions within the UK including the key human and physical characteristics such as Ben Nevis, Scafell pike and Snowdon Identify the different types of volcanoes you can have—active, dormant and extinct Investigate the climate zones that make up Brazil (Equatorial, tropical, highland tropical, subtropical and semi-arid) Understand the key physical characteristics of a rainforest such as understory, canopy, forest floor, emergent layer, vines Understand the key physical characteristics of an earthquake magnitude, fault lines and seismic wave	To be able to - Learn about the water cycle and our use of water Looking at our land use in difference climate zones for example how someone might use the land in a polar climate zone compared to a tropical climate zone Key features and issues relating to water such as water cycle, flooding, oxbow lake Think about human geography, land use, types of settlement, our effect on the environment in your local area Think about settlement use and why people move (push/pull factors) and human/physical features that affect that

Progression map in Geography- St Marys Catholic School, New Mills

	EYFS	KS1	Class 3 LKS2	Class 4 UKS2
Locational knowledge	Children can recognise that a range of technology is used in places such as homes and schools They talk about the features of their own immediate environment and how environments might vary from one another They make observations of animals and plants and explain why some things occur, and talk about changes	**Building on EYFS knowledge of their own environment children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.** National curriculum - Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and its surrounding areas. Children can - Name and locate the world's seven continents and five oceans Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent. Ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica	**Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.** National curriculum - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Children can develop contextual knowledge of the location of globally significant places - both terrestrial and marine Children develop their understanding, recognising and identifying key physical and human geographical features. Children can - Locate the worlds countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics. Name and locate countries and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed. Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones Use key vocabulary to demonstrate knowledge and understanding in this strand, county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, latitude, longitude, Equator, Northern hemisphere, Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle .	**Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.** National curriculum - Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine. Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time. Children can: use maps to locate the world's countries with a focus on Eastern Europe and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; name and locate counties and cities of the United Kingdom, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Progression map in Geography- St Marys Catholic School, New Mills

	EYFS	KS1	Class 3 LKS2	Class 4 UKS2
Geographical skills and fieldwork	Children can recognise that a range of technology is used in places such as homes and schools They talk about the features of their own immediate environment and how environments might vary from one another They make observations of animals and plants and explain why some things occur, and talk about changes	**Building on EYFS knowledge of their own environment children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.** National curriculum - Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways. Children can: use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage; use simple compass directions and locational and directional to describe the location of features and routes on a map; devise a simple map; and use and construct basic symbols in a key; use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical.	**Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.** National Curriculum Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS). Children can: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates.	**Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.** National Curriculum Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time. Children can: use maps, atlases, globes and digital/computer mapping to locate countries and describe features; use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.

Progression map in Geography- St Marys Catholic School, New Mills

	EYFS	KS1	Class 3 LKS2	Class 4 UKS2
Place knowledge	Children can recognise that a range of technology is used in places such as homes and schools They talk about the features of their own immediate environment and how environments might vary from one another They make observations of animals and plants and explain why some things occur, and talk about changes	**Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.** National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography. Children can: compare the UK with a contrasting country in the world; compare a local city/town in the UK with a contrasting city/ town in a different country; use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano.	**Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.** National Curriculum Children can 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. Children can: understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural.	**Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.** National Curriculum Children can 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. Children can: understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.

Progression map in Geography- St Marys Catholic School, New Mills

	EYFS	KS1	Class 3 LKS2	Class 4 UKS2
Human and physical geography	Children can recognise that a range of technology is used in places such as homes and schools They talk about the features of their own immediate environment and how environments might vary from one another They make observations of animals and plants and explain why some things occur, and talk about changes	**Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.** National Curriculum Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns. Children can: identify seasonal and daily weather patterns in the United Kingdom 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, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.	**Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.** National Curriculum Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes. Children can: describe and understand key aspects of: physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; human geography, including: types of settlement and land use; use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food.	**Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.** National Curriculum Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Children can: describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.

National curriculum coverage - St Marys Catholic School, New Mills

Level expected at the end of EYFS

Understanding the world (The World)

To know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Understanding the world (people and communities)

To talk about past and present events in their own lives and in the lives of family members. To know about similarities and differences between themselves and others, and among families, communities and traditions

KS1 curriculum expectations

Pupils should be taught -

Locational knowledge

Name and locate the worlds seven continents and five oceans **(Pirates and the seven seas Advent 2 Cycle 1) (The long journey Lent 2/Pentecost 1 Cycle 2)**

Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding areas **(Queens hat Lent 2 Cycle 1)**

Place knowledge

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 **(Japan Olympics Pentecost 2 Cycle 1) (CAFOD—Where would you rather live? Advent 2 Cycle 2)**

Human and physical geography

Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South poles **(Big City vs Small town Advent 2 Cycle 3)**

Use basic geographical vocabulary to refer to: **(Japan Olympics Pentecost 2 Cycle 1) (CAFOD—Where would you rather live? Advent 2 Cycle 2)**

Key physical features, including: beach, cliff, coast, forest, hill, mountain. Sea, ocean, river, soil, valley, vegetation, season and weather

Key human features including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage**(Japan Olympics Pentecost 2 Cycle 1) (CAFOD—Where would you rather live? Advent 2 Cycle 2)**

Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far, left and right) to describe the location of features and routes on a map. **(Big City vs Small town Advent 2 Cycle 3)**

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 **(Big City vs Small town Advent 2 Cycle 3)**

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. **(Big City vs Small town Advent 2 Cycle 3)**

KS2 Curriculum expectations.

Pupils should be taught -

Locational knowledge

Locate the worlds countries, using maps to focus on Europe, (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. **(Class 3 Rivers lent 2 cycle 1, Volcanoes Pentecost 1 cycle 2)(Class 4 Brazil Pentecost 2 cycle 1/North America wonder Pentecost 1 cycle 2)**

Name and locate countries and cities of the United Kingdom, geographical regions and their identifying human and physical features (including hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time. **(Class 4 Local geography advent 2 cycle 2) (Class 3 Rivers lent 2 cycle 1)**

Identify the position and significance of latitude, longitude, Equator, Northern hemisphere, Southern hemisphere , the Tropics of Cancer and Capricorn, Arctic and Antarctic circle, the Prime/Greenwich Meridian and time zones (including day and night) **(Class 4 Brazil Pentecost 2 cycle 1/North America wonder Pentecost 1 cycle 2)**

Place knowledge

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 of North and South America **(Class 3 Italy Lent 1 cycle 2) (Class 4 North America wonder Pentecost 1 cycle 2)**

Human and physical geography (To be covered in all topics in geography across LKS2 and UKS2)

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 geography, including: types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

Use maps, atlases, globes and digital/computer mapping to locate countries an describe features studied **(Class 3 Rivers lent 2 cycle 1, Volcanoes Pentecost 1 cycle 2) (Class 4 Brazil Pentecost 2 cycle 1)**

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. **(Class 4 Local geography advent 2 cycle 2/ North America wonder Pentecost 1 cycle 2)**

Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies. **(Class 4 Local geography advent 2 cycle 2) (Class 3 Rivers lent 2 cycle 1)**