

Long term Planning (Requirements, Expectations and Key Performance Indicators) – Geography

Purpose of study

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 provides the tools and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Pre-National Curriculum Geography skills

P4	P5	P6	P7	P8	Early Years Foundation Stage
<ul style="list-style-type: none"> Extend skills to enable exploration of the world. Handle artefacts and materials that are given. Know that certain actions produce predictable results. Know familiar places and people and what they are there for. Use gestures, signs, symbols or single words to communicate knowledge. 	<ul style="list-style-type: none"> Consolidate a sense of place and direction. Show awareness (through gestures, signs, symbols and words) of significant differences between specific physical/natural and human/made features of places. Answer simple questions about places and people. Start to sort and classify objects in terms of simple features or properties. 	<ul style="list-style-type: none"> Understand the differences between the physical/natural and human/made features of places. Use pictures or symbols to show familiar places and what they are for. Answer simple questions about places and people. 	<ul style="list-style-type: none"> Communicate preferences about the physical/natural and human/made features of places. Begin to use symbols to represent direction and represent and record key features of a place using models or symbols. Show awareness of caring for the immediate environment. 	<ul style="list-style-type: none"> Recognise the physical/natural and human/made features of places. Use simple geographical language to communicate ideas about various locations, functions and roles. Use resources that are given along with own observations to respond to simple questions about places and people. Recognise simple symbols. 	<ul style="list-style-type: none"> Talk about features of the immediate environment and how environments may differ from one another. Know about similarities in relation to places, objects, materials and living things. Make observations about animals and plants and explain why some things occur. Talk about changes.

National Curriculum Requirements: Key Stage One

Pupils should be taught to:

Locational knowledge

- 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.

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.

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.
- 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.
 - 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.
- 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.
- 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.

	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Local and Global Comparison Studies
Year One Expectation	<ul style="list-style-type: none"> Say what they like about their locality. Think of a few good questions to ask about the locality. Sort things they like and don't like. Answer some questions using different resources, such as books, photographs, the internet, globes and atlases. Monitor the daily weather by creating a weather chart. Answer questions using a weather chart. Make plausible predictions about what the weather may be like later in the day or tomorrow. Use simple fieldwork and observational skills to study the geography of the school, its grounds and the immediate locality. 	<ul style="list-style-type: none"> Tell someone their address. Describe the locality using words and pictures. Describe some significant local places which are not near the school. Explain what makes the locality special. Explain how the weather changes with each season. Create a 'bird's eye view' of a familiar place e.g. the classroom or playground. 	<ul style="list-style-type: none"> Begin to explain why they would wear different clothes at different times of the year. Name different jobs that people living in their area might do. Do they think that people ever spoil the area? How? Do they think that people try to make the area better? How? Name key features associated with a town or village, e.g., church, farm, shop, factory, detached house, semi-detached house, terrace house. 	<ul style="list-style-type: none"> Find where they live on a map of the UK. Identify the four countries making up the United Kingdom. Name the main cities of England, Wales, Scotland and Ireland. Use directional language e.g. near, far, left, right to describe the location of physical and human features of the locality. 	
Year Two Expectation	<ul style="list-style-type: none"> Answer some questions using different resources, such as books, the internet, plan perspectives, globes and atlases. Label a diagram or photograph using some geographical words. Find out about a locality* by using different sources of evidence. Find out about a locality* by asking some good questions to someone else. Say what they like and don't like about their locality and another locality.* Answer questions using a global weather chart. Make plausible predictions about what the weather may be like in another country later in the day or tomorrow. <p>*Locality comparison can be National or Global.</p>	<ul style="list-style-type: none"> Describe some physical features of the locality. Explain the main features of a hot and cold place. Describe a place outside Europe using geographical words. Use a map, photographs, film or plan to describe a contrasting locality outside Europe. Create a map containing a key or symbols to identify features. Describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, and valley. Recognise the 4 points of the compass (NESW). Find the longest and shortest route using a map. 	<ul style="list-style-type: none"> Explain what they might wear if they lived in a very hot or a very cold place. Describe something about the people who live in hot and cold places. Describe some human features of the locality, such as jobs people do. Explain how the job people do may be different in different parts of the world. Explain what facilities a town or village might need. Explain how the weather affects different people. 	<ul style="list-style-type: none"> Name some of the main towns and cities in the United Kingdom. Identify characteristics of the four countries and capital cities of the United Kingdom and it's surrounding seas. Name the continents of the world and find them on an atlas. Name the world's oceans and find them on an atlas. Locate some of the world's major rivers and mountain ranges. Point out where the Equator, North Pole and South Pole are on a globe or atlas. Point out the North, South, East and West associated with maps and compass. 	

National Curriculum Requirements: Key Stage Two

Pupils should be taught to:

Locational Knowledge

- Locate the world's 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.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including 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, 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).

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 within North or South America

Human and Physical Geography

- 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 settlement 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 and describe features studied.
- 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 the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

	Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge	Local and Global Comparison Studies
Year Three Expectation	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use correct geographical words to describe a place and things that happen there. • Identify key features of a locality by using a map. • Begin to use a 4 figure grid references. • Accurately plot NESW on a map. • Use some basic Ordnance Survey map symbols. • Make accurate measurement of distances within 100km. • Work out how long it would take to get to a given destination taking account of mode of transport. • 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. 	<ul style="list-style-type: none"> • Use maps and atlases appropriately by using contents and indexes. • Describe how volcanoes are created. • Describe how earthquakes are created. • Confidently describe physical features in a locality. • Locate the Mediterranean and explain why it is a popular holiday destination. • Explain why a locality has certain physical features. • Explain how a locality has changed over time with reference to physical features. 	<ul style="list-style-type: none"> • Describe how volcanoes have an impact on people's life. • Confidently describe human features in a locality. • Describe and understand key aspects of human geography including types of settlement and land use. • Explain why a locality has certain human features. • Explain why a place is like it is. • Explain how the lives of people living in the Mediterranean would be different from their own. • Explain how people's lives vary due to weather. • Explain how a locality has changed over time with reference to human features. 	<ul style="list-style-type: none"> • Name a number of countries in the Northern Hemisphere. • Locate and name some of the world's most famous volcanoes. • Understand geographical features of a location through the study of the human and physical geography of a region in a European country. • Locate the world's countries using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Have an awareness of different weather in different parts of the world, especially Europe. • Name the two largest seas around Europe. 	
Year Four Expectation	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Carry out a survey to discover features of cities and villages. • Find the same place on a globe and in an atlas. • Label the same features on an aerial photograph as on a map. • Plan a journey to a place in England. • Accurately measure and collect information (e.g. rainfall, temperature, wind speed, noise levels etc.). • Give accurate measurements between 2 given places within the UK. • 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. 	<ul style="list-style-type: none"> • Describe the main features of a well-known city. • Describe the main features of a village. • Describe the main physical differences between cities and villages. • Use appropriate symbols to represent different physical features on a map. • Recognise the 8 points of the compass (N, NW, W, S, SW, SE, E, and NE). 	<ul style="list-style-type: none"> • Describe and understand key aspects of human geography including types of settlement and land use. • Explain why people are attracted to live in cities. • Explain why people may choose to live in a village rather than a city. • Find different views about an environmental issue. What is their view? • Suggest different ways that a locality could be changed and improved. • Explain how people are trying to manage their environment. 	<ul style="list-style-type: none"> • Know the difference between the British Isles, Great Britain and UK. • Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region of a European country. • Locate the world's countries using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Know the countries that make up the European Union. • Name and locate some of the main counties and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics. 	

Year Five Expectation	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Collect information about a place and use it in a report. Map land use. Find possible answers to their own geographical questions. Make detailed sketches and plans; improving their accuracy later. Plan a journey to place in another part of the world, taking account of distance and time. 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. Work out an accurate itinerary detailing a journey to another part of the world. 	<ul style="list-style-type: none"> Explain why many cities of the world are situated by rivers. Explain how a location fits into its wider geographical location; with reference to physical features. Describe and understand key aspects of physical geography including climate zones, rivers, mountains, biomes and vegetation belts. Begin to understand the use of 4 figure grid references. Explain how the water cycle works. Explain why water is such a valuable commodity. Explain what a place (open to environmental and physical change) might be like in the future taking account of physical features. 	<ul style="list-style-type: none"> Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Explain what a place might be like in the future, taking account of issues impacting on human features. Explain how human activity has caused an environment to change. Report on ways in which humans have both improved and damaged the environment. 	<ul style="list-style-type: none"> Name and locate many of the world's most famous mountain regions on maps. Identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles. Explain how the time zones work. Name the main lines of latitude and meridian of longitude. Locate the world's countries using maps to focus on North and South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within North or South America. Name the areas of origin of the main ethnic groups in the UK & in their school. Begin to recognise the climate of a given country according to its location on the map. Name and locate some of the main counties and cities in the United Kingdom, geographical regions and their identifying human and physical characteristics. 	
Year Six Expectation	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Confidently explain scale and use maps of a range of scales. Choose the best way to collect information needed and decide most appropriate units of measure. Make careful measurements and use the data. Use OS maps to answer questions. Use maps, aerial photos, plans and web resources to describe what a locality might be like. 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. Define geographical questions to guide their research. Use a range of self selected resources to answer questions. 	<ul style="list-style-type: none"> Give extended description of the physical features of different places around the world. Describe how some places are similar and others are different in relation to their human features. Describe and understand key aspects of physical geography including climate zones, rivers, mountains, biomes and vegetation belts. Accurately use a 4 figure grid reference (extend to 6 figure grid references if appropriate). Create sketch maps when carrying out a field study. Plan a journey to another part of the world which takes account of time zones. Understand the term sustainable development. Can they use it in different contexts? 	<ul style="list-style-type: none"> Explain why people are attracted to live by rivers. Give extended description of the human features of different places around the world. Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Map land use with their own criteria. Describe how some places are similar and others are different in relation to their physical features. Analyse population data on two settlements and report on findings and questions raised. 	<ul style="list-style-type: none"> Understand the geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within another continent. Name and locate many of the world's major rivers on maps. Name and locate the main canals that link different continents. Recognise key symbols used on ordnance survey maps. Name the largest desert in the world. 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). 	

Post-National Curriculum Key Stage Two Requirements (Years 7, 8 and 9)

Geography opportunities	Investigating places	Investigating patterns and processes	Communicating geographically
<ul style="list-style-type: none"> Extend locational knowledge and deepen spatial awareness of the world's countries using maps of the world to focus on Africa, South and East Asia (including China and India), the Middle East and Russia, focusing on their environmental regions, including polar and hot deserts, key physical and human characteristics, countries and major cities. 	<ul style="list-style-type: none"> Interpret Ordnance Survey maps in the classroom and the field, including using six-figure coordinates and scale, topographical and other thematic mapping and aerial and satellite photographs. Use Geographical Information Systems (GIS) to view, analyse and interpret places and data. Use fieldwork to collect, analyse and draw conclusions from geographical data, using multiple sources of increasingly complex information. Analyse and interpret different data sources. 	<ul style="list-style-type: none"> Understand geographical similarities and differences through the study of human and physical geography of a region or area within Africa. Understand the physical geography relating to: glaciation, plate tectonics, rocks, soils, weathering, geological timescales, weather and climate, rivers and coasts. Understand human geography relating to: population, international development, economic activity in the primary, secondary, tertiary and quaternary sectors, urbanisation, and the use of natural resources. Understand how human and physical processes interact to have an impact on the form of distinctive landscapes. 	<ul style="list-style-type: none"> Communicate knowledge of complex geographical systems.