Geography Skills and Knowledge Overview

KS1 and KS2 National Curriculum

Teaching Sequence in Geography

The teaching sequence over the year must include:

Geographical Enquiry

- Opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge. Where is this place? What is it like? (and why?) How and why is it changing? How does this place compare with other places? How and why are places connected?

Locational Skills

- Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.

Vocabulary – human and physical features to be included

- Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context.

Application-outdoor learning

- Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning

Apply their knowledge from their topic to the world around them locally and globally.

- What could/should the world be like in the future?
- What can we do to influence change?

Key Concepts - Learning, working and talking like a geographer

Being introduced to the key terms and vocabulary that a Geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils 'talking' like a geographer.

Concepts	Explanation
Place	Having a 'sense of place' – simply put, what is the place like? Having the locational knowledge to describe where there are – which continent or ocean? Which country? Which local street? This focuses on how we create a sense of place (patterns, behaviour and communication), the specific key human and physical aspects of a place created by a shared human experience. Place is also about geographical similarities and differences between places and the significance of location and links with other places at global and local scales of study.
Location	How natural and man-made places fit together in the jigsaw of the world. The names, locations and characteristics of these locations. How the environmental and human characteristics of places are influenced by their location, but also how the effects of location and distance from other places on people are being reduced by improvements in transport and communication technologies.
Geographical skills and field work	This is about communicating geographical information in a variety of ways and interpreting geographical information e.g. maps and atlases. Examining how Earths features at different scales are shaped interconnected and change. Fieldwork enables pupils to have first-hand observation of human and physical features and processes and enhances their locational awareness. It gives hands on experience of using and developing geographical skills.
Environment	This considers how we use the natural world and how people have the ability to change it. The distribution of natural resources and the positive and negative interactions human behaviour has on the environment.
Physical and human processes	Looking at how people and events can change the physical and human world and the impact these have on the environment. Physical process – an event or sequence of events that occur naturally due to the power of the planet. Human process - things created/affected by people. These processes would not occur without human involvement.

Year 1

How do we find out about our surrounding environment?

Skills	Knowledge	End Points
Use compass directions (north, south, east, west) and locational/directional language (near, far, left, right) to describe the location of features and routes on a map. ---------- **Further skills:** Ask and respond	**What are the 4 main compass directions?** **What words do we use to locate and direct things?** **What is a map and how do we use them to locate places?**	**Do:** use compass directions to navigate a place. Use simple maps to find basic features. **Know:** how maps help us to find different places. The correct locational/directional language to use.

How and why does our country look different to India?

Skills	Knowledge	End Points
Use maps, atlases, globes to identify UK and its countries and other country of comparison. ---------- **Further skills:** Ask and respond to questions. Use own symbols on a map.	**What does human geography mean?** **What does physical geography mean?** **Can you identify India and the UK on a map?**	**Do:** find similarities and differences between two countries. Look at seasonal and weather patterns for two different countries. **Know:** where India and the United Kingdom are on a map.

to questions. Follow directions. Recognise different places. Use relative vocabulary (bigger/smaller, like/ dislike). Make observations about where things are in their environment. Draw and use picture maps. Use symbols on a map. Make observations about the weather. Use a simple map to move around the school. Use simple geographical vocabulary.	**What features can we see on different maps?** **What is a route and how do we use a map to find a route?**	What a route is and how to use a map to find one. **Understand:** why maps are important sources of information. How symbols and colours are used to show different features of a map. How words can be used to help to find different places.	Use simple geographical vocabulary. Use picture maps and globes. Recognise different places. Ask and respond to questions. Use relative vocabulary (bigger/smaller, like/ dislike). Learn the names of some places within the UK. Use information books to investigate an area. Investigate an area. Recognise that this is a place. Use simple geographical vocabulary to describe a place.	**What similarities and differences are there in the human geography of these two countries?** **What similarities and differences are there in the physical geography of these two countries?** **What are the seasonal patterns in the areas studied in these countries?** **What are the weather patterns in the areas studied in these countries?** **How have these areas/countries changed over time?**	How and why weather is different in different places. **Understand:** the difference between human and physical geography. Why the weather is different in different places. What human and physical geography means and can think of examples of this.
Year 2					
What is the United Kingdom?			**What does our world look like from different perspectives?**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Use maps, atlases and globes to identify the UK and its countries. *Use simple compass directions and locational/directional language.* *Use aerial photos and plan perspectives to recognise landmarks and features.* *Devise a simple map, use basic symbols in a key.* --- **Further skills:** Ask simple geographical questions. Use books, pictures/photos and internet as sources of	**What are the names of the 4 countries with make up the United Kingdom?** **Where are these 4 countries located?** **What are the characteristics of these 4 countries?** **What are the capital cities of each of these countries?** **How have these capital cities changed over time?** **What are the seas that surround the UK?**	**Do:** names the countries of the UK. Use maps to locate the 4 countries of the UK. **Know:** how to find the countries of the UK. The capital cities for the countries of the UK. The characteristics of each country of the UK. The seas that surround the UK. **Understand:** how these capital cities have changed over time.	*Use maps, atlases and globes to identify the 7 continents and 5 oceans.* --- **Further skills:** Ask simple geographical questions. Use books, pictures/photos and internet as sources of information. Make simple comparisons. Use an infant atlas to locate places. Find land/sea on a globe. Locate and name major features. Follow directions (inc N,S,E	**What is a continent?** **What are the names of the continents of the world?** **Where are the 7 continents located?** **What are the characteristics of each continent?** **What are the 5 main oceans of the world?** **Where are the 5 main oceans located?**	**Do:** find the continents on a map. **Know:** name the continents of the world and where they are located. The characteristics of each continent. Name the main oceans of the world. **Understand:** why the characteristics in each continent are different.

information. Investigate their surroundings. Make simple comparisons. Add detail to a map. Use agreed symbols to make a key. Follow a route on a map. Use an infant atlas to locate places. Make appropriate observations about why things happen.			& W). Draw a map of a real place. Use agreed symbols to make a key.		

Year 3		
What are the key features of the United Kingdom?		
Skills	**Knowledge**	**End Points**
Use maps, atlases and globes to identify the counties, cities and regions of the UK. --- **Further skills:** Ask and begin to initiate geographical questions. Use books, atlases, pictures and internet as sources of information. Make comparisons between locations. Locate places on a map. Investigate places in more than one scale. Begin to collect and record evidence' Recognise human and physical changes over time. Use letter/no coordinates to locate features on a map. Locate places on a large-scale map. Analyse evidence and draw conclusions; Use four compass points to follow/give directions. Make a map of a short route with features in correct order using standard symbols.	**What is a county?** **What are the names of the counties in the UK and where are they?** **What characteristics do these counties have?** **Have the counties changed over time?** **What is a city?** **Where are major cities located in the UK?** **Have the cities changed over time?**	**Do:** name the counties of the UK and locate them. Find the major cities of the UK on a map. **Know:** the characteristics of different counties of the UK. How to find the different counties on maps. **Understand:** how counties and regions may have changed over time.

Year 4		
Why do we have extreme weather and natural disasters in different places and at certain times?		
Skills	**Knowledge**	**End Points**
Use maps, atlases to identify the tectonic plates across the globe, key volcano sites and the climate zones and biomes.	**What are climate zones and where are they situated across the world?**	**Do:** identify the climate zones and biomes across the world and make links between them Research natural disasters and find out what causes them.

Use maps to follow the path of the River Bourn through the city. --- **Further skills:** Ask and respond to questions and offer their own ideas. Use books, pictures, internet, atlases, satellite images and aerial photographs as sources of information. Investigate places in more than one scale. Collect and record evidence, draw conclusions and make comparisons. Use letter/no coordinates to locate features on a map confidently. Locate places on a large-scale map/globe. Begin to identify significant places and environments. Begin to use 8 compass points. Follow a route on a large-scale map. Make a map of a route. Begin to recognise symbols on an OS map.	**What are biomes and where are they situated across the world?** **What pattern is there to the vegetation belts across the world and the biomes they are in?** **What are mountains and can you name those in the UK and major ones across the world?** **What is an earthquake and how is it caused?** **What is a volcano and how is it caused?** **What is the water cycle (linked to Science) and what are the links to natural disasters?** **Can you name a local river and explain some of the issues faced along the river?**	Name a local river and research issues experienced along this river. **Know:** why there are different vegetation belts in different biomes. Where different mountain ranges are across the world and name those in the UK. Why natural disasters happen and how they can impact people and the environment. **Understand:** the effects and impacts of different natural disasters. how the water cycle links to flooding and has changed over time.

Year 5

What are the similarities and differences between a region in the UK and a region in Finland?			**How can we use fieldwork to help us understand our surroundings?**		
Skills	**Knowledge**	**End Points**	**Skills**	**Knowledge**	**End Points**
Use maps in a range of formats, atlases and globes to identify the features including topography. --- **Further skills:** Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations. Analyse evidence and draw conclusions. Compare and contrast places. Collect and record evidence.	**Where is Birmingham in the UK and Helsinki in Finland located?** **Compare the physical geography of regions of the UK and Finland.** **How is land used in a region of the UK and a region of Finland?** **What types of settlement are there in a region of the UK and of Finland?**	**Do:** Find Finland and England on a map. Find where Helsinki and Birmingham are. Make comparisons between these two regions. Study land use, economy and trade links in these regions. **Know:** the similarities and differences between these two places and the reasons for this. How to use investigative skills and mapping resources to find out more about chosen regions. **Understand:** why there are differences between these two	*Use the 8 points of a compass, four and 6 figure grid references, symbols and key.(Ordinance survey). Use fieldwork to observe, measure and record human and physical features in local area using methods including sketch maps, plans, graphs and digital technologies.* --- **Further skills:** Begin to suggest questions for investigating. Begin to use primary and secondary sources of evidence in their investigations.	**What are the 8 points of a compass and how are they used?** **How do four and six figure grid references help use to find places?** **What are the symbols on an Ordinance survey and how is a key used?** **What human and physical features are there in a local area?** **How can we observe, measure and record the human and physical features in a local area?**	**Do:** use compasses and the compass points to navigate a space. Use 4 and 6 figure grid references to find places on a map. Study the Ordinance survey symbols and learn to use them for navigation. **Know:** the human and physical features in a local area. How to measure and record human and physical feature changes in a local area. The range of methods to use to study a space.

Compare maps with aerial photographs. Identify significant places and environments. Analyse and draw conclusions from evidence	**What does 'economic' mean and what are the main areas of trade?** **What trades links are there between the UK and Finland and elsewhere in the world?** **What natural resources (food, minerals and water) does each country/region have and how are they used?**	places and how this has changed over time.	Collect and record evidence. Analyse and draw conclusions from evidence Compare maps with aerial photographs. Identify significant places and environments. Begin to draw thematic maps based on their own data. Select a map for a specific purpose e.g. atlas to locate country, OS map to find location of a village. Use 4 and 6 figure coordinates to locate features on a map Use 8 compass points Identify significant places and environments.	**What methods can we use to do this? (sketch maps, plans, graphs and digital technologies)**	**Understand:** how human and physical features can change over time. How Ordinance surveys are a useful resource to find out more about a space and navigate more precisely.

Year 6

How can we find out about the world's continents and countries and their positioning on a globe?

Skills	Knowledge	End Points
Use the 6 figure grid references to situate regions of the continents. Children to look at a range of maps showing different key information e.g population, time zones, language spoken etc. --- **Further skills:** Suggest questions for investigating. Use primary and secondary sources of evidence in their investigations. Compare and contrast places. Collect, record and analyse evidence unaided and draw conclusions. Use 4 figure coordinates confidently to locate features on a map. Use 6 figure grid references, latitude and longitude. Locate places on a world map and use atlases to confidently identify significant places, environments and features.	**What do the terms 'longitude' and 'latitude' mean?** **What is the significance of the equator and the links to 'longitude' and 'latitude'?** **Where are the northern and southern hemispheres and where are the continents of the world?** **What are the tropics of Cancer and Capricorn and make links to the hemispheres and lines of longitude and latitude?** **Where are the Arctic and Antarctic circles and why are they such significant areas?** **What is the Greenwich Meridian and its purpose?** **Do we all experience time the same around the world?**	**Do:** use Geographical language and facts to establish the different areas in the world. Work out the time zones in different areas. Focus on where different countries are across the globe. Focus on North and South America and the key characteristics of these continents. **Know:** how to use Geographical language and facts to further study the globe. Where there are different timezones across the globe. The key characteristics of the areas studied. **Understand:** why experiences are different based on where you are positioned on the globe. Why there are different timezones across the globe and the impact this has.

Use 8 compass points accurately. Draw thematic maps based on their own data. Use OS map symbols Follow a route on a OS map.	**What is a timezone and how do we find out the different timezones around the world?** **Can you find different countries across the world?** **Where is Russia?** **Can you find the continents of North and South America?** **What are the main environmental regions of these continents?** **What are the key characteristics of these areas?** **Can you find major cities and how have they changed over time?**	