

# Programme of Study: Geography

<p style="text-align: center;"><u>Key Stage 1</u></p> <p>Pupils will <b>develop</b> knowledge about the World, the United Kingdom and their locality.</p>	<p style="text-align: center;"><u>Key Stage 2</u></p> <p>Pupils will <b>extend</b> knowledge and understanding beyond the local area.</p>
<p>Pupils should be taught to:</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>name and locate the World's seven continents and five oceans.</li> <li>name, locate and identify characteristics of the four countries and capital cities of the UK.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom, and of a small area in a contrasting non-European country.</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>understand key human features including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>understand key physical features including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studies at this key stage.</li> <li>use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far;</li> </ul>	<p>Pupils should be taught to:</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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)</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><u>Human and Physical Geography</u></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>describe and understand key aspects of: human geography,</li> </ul>

left and right], to describe the location of features and routes on a map.

- use aerial photographs and plan perspectives to and 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.

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.

## Progression of Study: Geography



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Locational /Place Knowledge

<p>Name and label the four countries and capital cities of the UK and its surrounding seas.</p> <p>Use globes, maps and atlases to identify the UK and Halewood.</p> <p>Use a world map to name the 7 continents.</p>	<p>Use a world map to name and locate the world's oceans.</p> <p>Name the different regions of China. (6 regions)</p> <p>Name which continent China is in and locate China on a map.</p>	<p>Name and locate countries in Europe, their capital cities.</p> <p>Use maps, atlases and globes to locate key countries studied.</p> <p>Identify the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and the Antarctic Circle.</p>	<p>Name and locate key states in North America.(Use maps)</p> <p>Locate the world's volcanoes. (ring of fire)</p> <p>Name and Locate physical features of the UK and those of California. (Death Valley, national parks, coastline)</p>	<p>Name and locate the different regions of Africa.</p> <p>Understand the significance of latitude/longitude and can use them when naming key places and landmarks in Africa.</p> <p>Name and locate key rivers of the UK.</p> <p>Name and locate the key rivers of the world.</p> <p>Name and locate mountain ranges in Europe and Africa.</p>	<p>Name and locate counties of the UK.</p> <p>Name and locate regions and major cities in Brazil.</p> <p>Identify the Prime/Greenwich Meridian and time zones. (Compare time between UK and Brazil)</p> <p>Use maps to describe key topographical features (including hills, mountains, coasts and rivers),</p> <p>Name and locate famous landmarks of the UK and Brazil. (Brazil= Carioca Aquaduct, Maracana Stadium, theatre Municipal, sugarloaf mountain, Tijuca Natinal park, beaches) (Uk-= Stonehenge, Scafell, Windsor Castle)</p>
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Human Knowledge

<p>Name and recognise key human features in Halewood and its surrounding area.</p> <p>Name human activities in our local area and describe the impact this has on our local community.</p> <p>Describe what life is like in cities and villages. (compare Halewood to Liverpool city centre).</p>	<p>Compare the daily life of those living in Liverpool compared to those living in Beijing (activities, clothing, eating habits). (Non-European Country).</p> <p>Describe China's famous tourist attractions (The Great Wall of China)</p> <p>Understand seasonal weather patterns and how it affects humans choices and activities. (clothing, holidays, activities)</p> <p>Explain how land in the UK is used to produce foods.</p> <p>Understand that some produce is grown locally and others are sourced globally and the advantages and disadvantages of both.</p>	<p>Describe and explain human features in England and another country in Europe.</p> <p>Describe how deforestation is having an impact on our environment and habitats for animals. Children will consider ways in which we can protect this area.</p> <p>Describe and compare the trade links in Liverpool and compare this to the trade links in another country in Europe.</p>	<p>Describe human features in California. (San Francisco Golden Gate, Hearst Castle), Latino population (Liverpool- docks, museums)</p> <p>Compare the culture and religion between the UK and California.</p> <p>Explain the effects global warming and pollution are having on the planet and suggest ways we can reduce it.</p> <p>Compare the social and economic activities between the UK and California (beaches, theme parks, tourism, economic growth by producing fruit and vegetables.)</p> <p>Explain and give examples of renewable and non-renewable sources of energy.</p> <p>Describe and explain different types of industry pollution. (Air, water, land and noise)</p>	<p>Describe and explain human features in Europe and Africa (life expectancy, literacy rates)</p> <p>Name different human uses of a river and analyse the positive/negative effects of these. (Leisure, industry, tourism)</p> <p>Name different land animals found in the continent Africa.</p>	<p>Describe and compare the culture of Brazil and the UK including: cuisine, religion, festivals, sport and leisure.</p> <p>Understand that human activity is influenced by climate and weather.</p> <p>Explain that human activity has had a massive impact on our landscape today. Early settlers, human activity is influenced by climate and weather)</p> <p>Describe the impact of urbanisation.</p> <p>Compare the life in a developed and deprived part of Brazil (Barra da Tijuca and Rocinha)</p>
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Name and describe weather associated with different seasons in the UK.

Describe the varying weather in different parts of the UK. (inland, mountains and coastal areas)

Understand what a weather forecast shows and name different weather symbols.

Name and locate hot and cold areas of the world. (in relation to the equator and the North and South poles.)

Name and describe the world's climate zones.

Compare how land in different climate zones is used to produce food. (tropical and Mediterranean).

Locate and describe physical features of China (mountains, rivers, deserts and paddy fields)

Name and recognise key physical features in Halewood and its surrounding area.

Name, locate and describe the different climate zones of the world and in detail explain the 'Rainforest' climate zone.

Understand and explain how animals and plants are adapted to their climate in order to survive.

Describe and explain the water cycle.

Name and describe the gases in the atmosphere.

Describe the 4 different layers of the earth's structure.

Name the parts of a volcano.

Describe the different events during a volcanic eruption.

Understand and describe the causes and effects of a volcanic eruption.

Name and describe the 4 different biomes in California. (desert, valley, mountainous, coastal)

Understand that physical processes can cause hazards to people. (effects of an earthquake)

Explain the causes of an earthquake.

Explain what a vegetation belt is and give examples within Africa.

Identify the key features of a river system. (meanders, oxbow lakes, waterfalls)

Describe the key processes associated with rivers (erosion, deposition and transportation)

Explain the positive and negative effects of flooding and describe ways to prevent floods.(Dams)

Describe the journey and key parts of a river. (Upper, middle, lower course, source, mouth)

Locate and describe physical features and landmarks of Africa and compare them to Europe's.

Name the different biomes in Africa.

Explain the function of main land use within the UK. (ports, coasts, markets, towns)

Name and explain the different tectonic plate boundaries that result in natural disasters. (Convergent, divergent and transform.)

Describe a range of physical processes that have resulted in landscape changes over a number of years.

Describe the four stages of a tsunami formation.(Initiation, Split, Amplification, Run-up)

Describe the advantages and disadvantages to living in certain environments.

Explain how people and a community prepare for a tsunami.

Geographical Skills and Fieldwork

Use locational and directional language to describe a route on a map of the school grounds.

Observe and record a traffic survey in Halewood.

Observe and record daily weather patterns in Halewood including: temperature, and rainfall

Follow a simple picture map to move around the school grounds.

Follow compass directions (North, East, South and West).

Observe and describe the local area's land use. (focus on shops and land to produce food)

Measure, record and draw conclusions about daily weather patterns in Halewood. (temperature, precipitation and cloud coverage)

Present a weather forecast using different weather symbols. (present a local weather forecast)

Follow a route on a map around the school grounds.

Follow and use 4 compass directions to describe a route around the local area.

Observe and describe the local area and identify the main human and physical features.

Measure and record a weather survey including wind direction/ speed and rainfall.

Follow a route on a map around the local area.

Ask and answer geographical questions about physical and human

Use the 8 compass points on a map.

Undertake a traffic survey of two different roads in the local area. Children will observe, record, present data and analyse their results.

Find places on maps with varying scales.

Understand and use 4 figure grid references on maps.

Investigate our local area and use observations to complete an environmental survey.

Record and present data clearly and give ways of improving our local area.

Understand and use 6 figure grid references on maps.

Undertake a survey for the land use in the local area using classifications. (residential, retail, professional, industrial, entertainment),

Compare findings to photographs of the local area from years ago to give reasons why land use has changed over time.

	<p>Sketch a simple map of the school grounds.</p> <p>Use aerial photographs to describe the features of the school grounds.</p>	<p>Sketch a simple map of the school grounds using basic symbols to show key features.</p>	<p>Sketch a simple map of the local area using basic symbols to show key human and physical features. Children plot their route to school.</p> <p>Use aerial photographs to talk local area.</p> <p>Draw a map that represents an aerial photograph.</p>	<p>Create a simple scale drawing and use standard symbols and understand the importance of a key.(to label human features of Liverpool)</p> <p>Use aerial maps to name and describe physical features in California.</p>	<p>Use OS map symbols on their own sketch maps.</p> <p>Use aerial maps, photographs and digital maps to identify key features.</p> <p>Make field notes/observations about the land use and features around the river (trip to Loggerheads). Children will take photographs to support their findings. Children will record and measure: the width, depth and speed of the river at different points. Children will present their findings in a graph and analyse results.</p>	<p>Sketch maps with more complexity and information included. Children can sketch maps from a high view point.</p> <p>Evaluate the usefulness of maps and photographs.</p> <p>Research and analyse data collected from a famous tsunamis. (2004 Indian Ocean Earthquake and tsunami)</p> <p>Present findings in an appropriate way using graphs and tables.</p>
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