GEOGRAPHY CURRICULUM

KS1

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 (e.g. 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.

KS2

Location 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 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.

Key Concepts

Pupils' progress in geography is underpinned by key forms of knowledge that are worth considering to enable pupils' future learning. An example of this is the use of 'key' concepts. Planned, systematic encounters with key concepts alongside substantive and disciplinary knowledge in specific and varied contexts are likely to support pupils' progress. Many of these key concepts feature regularly throughout the study of geography in a range of contexts. As a result, they are particularly important to pupils' understanding of new material.

At HCAT, we have collated various key concepts into categories to consider when planning geographical topics. Teachers might cover a range of key concepts and some of these will be revisited in children's later studies to ensure progression in geography.

HCAT Key Concepts	
Human	Physical
Places and Locations	
Environments and Topography	
People and Settlements	
Weather, Climate and Seasons	
Map Work and Fieldwork	

	EYFS	KS1		LKS2		UKS2	
		Cycle A	Cycle B	Cycle A	Cycle B	Cycle A	Cycle B
Location Knowledge	I can talk about what they see in their own environment (FS1) I can talk about local environments (their road, the park, library, Barnsley. (FS1) I know how to question 'what is this place like?' (FS2) I know the things I like and dislike about a place and can explain this to others. (FS2) I know that there are different countries in the world (FS1) and talk about the differences they have seen in photos. (FS1 and FS2) I know that some places are special to members of my community.(FS2) I am beginning to learn about places in the United Kingdom. (FS2)	I know where I live and can identify this on a map of the British Isles. I know the location of the school on a map of the local area. I know the location of the Equator and the North and South poles. I know how to locate the United Kingdom on a world map, identify the four countries of the United Kingdom and their capital cities.	I know the name of the four countries of the United Kingdom and its surrounding seas, and I can locate these on a map of the U.K (England, Scotland, Wales and Northern Ireland, English Channel, North Sea, Irish Sea, Atlantic Ocean). I know the name of the world's seven continents and five oceans (Antarctica, Europe, South America, North America, Asia, Africa, Oceania, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Artic Ocean).	I know how to use the contents and index pages of an atlas to find places and use my knowledge of the 7 continents to help me locate places in the contents. I know how to identify the location of hot and cold places around the world. I know how to describe the position of hot and cold places in relation to the Equator and North and South Poles. I know how to locate the world's environmental regions. I know how to locate the United Kingdom's counties and cities, geographical regions and key topographical features. I know how to name and locate counties and cities of the United Kingdom, geographical regions, and land-use patterns; and understand how some of these aspects have changed over time.	I know how to use the contents and index pages of an atlas to find places and use my knowledge of the 7 continents to help me locate places in the contents. I know how to locate the world's environmental regions. I can identify places in the world that suffer from plastic pollution.	I know how to 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. I know how to name and locate counties and cities of the United Kingdom, geographical regions, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	I know how to locate the world's environmental regions and major cities. I know why certain climates are colder than others.

Human and Physical Geography	I recognise that some environments are different to where I live (FS1) I explore the natural world around me. (FS1 and FS2) I understand the effect of changing seasons on the natural world around me (FS2). I explore natural phenomena in setting and on trips. (FS2) I can make drawings of an area I am finding out about. I can notice that the weather changes. (FS2)	I know how to identify both seasonal and daily weather patterns in the United Kingdom. I know how to compare places where people live and give reasons for the differences. I know how to give reasons for the similarities and differences between places, using geographical language. I am beginning to learn about places in the United Kingdom using geographical words such as physical and human.	I know how to describe the human and physical geography of our local area and of a small area in a contrasting non-European	I know how to compare and contrast places that I have studied using the physical and human features for my comparisons. I know how to give some reasons for the similarities and differences between places. I know how to describe a place in terms of how economically developed it is. I know how to identify and describe key patterns and processes affecting the physical environment. I know how to identify the parts of a river and the areas around. I know how to explain the process of erosion and deposition. I understand how erosion, deposition and flooding can affect people. I know how to identify the geographical similarities and differences in the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country. I know how to identify the human and physical characteristics of cities and regions of the United Kingdom.	I know how to identify and describe key patterns and processes affecting the human environment. I understand how I know how to contribute to a reduction in climate change. I know how to describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons. I know how to summarise ways that people are trying to manage an environment.	I understand and can give reasons for the geographical similarities and differences of the 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. I know how to compare and contrast between the places that I have studied and give reasons for the differences. I know how to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. I know how to identify human activities within an environment and how this can change an environment. I know how to describe 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. I understand the human and physical characteristics of cities and regions of the United Kingdom and the world. I understand human and physical characteristics of cities and regions of the United Kingdom and the world.	I understand and can give reasons for the geographical similarities and differences of the human and physical geography of a polar region. I know how to describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts. I know how to identify human activities within an environment and how this can change an environment. I know how to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night).

Geographical Skills and Fieldwork	I know what a map is used for (FS1) I can identify features on a simple map (trees, houses, river, mountain) (FS1 and FS2) I know how to draw information from a simple map. (FS2) I can use maps to locate objects in real life. (FS2)	I know how to identify key features when studying maps, aerial photographs and planned perspectives of areas I am studying. I know how to use locational and directional language to describe the location of features on a map (near, far, left, and right). I am beginning to create sketches of the features of a location. I know how to make accurate drawings of an area I am finding out about I know how to use simple fieldwork and observational skills to study the geography of school and its grounds. I know how to use books, stories and other information to find out about places.	I know how to identify the key human and physical features of the surrounding environment. I know how to use the contents and index pages of an atlas to find places. I know how to use books, stories and other information to find out about places. I know how to use books, stories and other information to find out about places.	I can begin to use the four points of a compass, four figure grid references, symbols and keys I know how to use aerial photographs to help describe a location in greater detail. I know how to draw simple maps and field sketches of areas I am studying and use basic symbols in a key. I know how to find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.	I know how to use the four points of a compass, four figure grid references, symbols and keys accurately to build knowledge of the UK and the wider world. I know how to identify the features of countries located on maps, atlases, globes and digital mapping.	I know how to use the contents and index pages of an atlas to find places quickly and use my knowledge of the 7 continents to help me locate places in the contents. I know how 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. I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I know how to use the 8 points of a compass, 6-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. I know how to collect statistics about people and places and present them in most appropriate ways.	I know how to look at and draw maps and plans of localities I have studied that include keys, grid references, a scale, compass rose, Ordnance Survey symbols and colour coding. I know how to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I know how to find out about places and the features in those places by deciding which will be the best sources of information to look at.

Geographical Vocabulary	I know the names of some locations I have visited. (FS1) I Know that we live in Barnsley(FS1) which is in England (FS2) I know the names of some countries I have visited or learnt about. (FS1) I use books, stories and other information to find out about places (FS2)	I know how to use basic geographical vocabulary to refer to key physical and human features. I am beginning to use the vocabulary of country and continent when describing the location of a place. I know how to describe a place both verbally and through my writing skills using information I have found out using my geography words well.	I can use the vocabulary of country and continent accurately when describing the location of a place. I know how to describe a place both verbally and through my writing skills using information I have found out using my geography words well.	I am beginning to describe a place using information I have found out using my geographical words well. When I describe where a place is I use continent, country, region and names of capital cities. I know how to choose the most appropriate writing skills to communicate what I know using geographical language.	I know how to describe a place accurately using information I have found out using my geographical words well. I know how to choose the most appropriate writing skills to communicate what I know using geographical language.	When I describe where a place is I use continent, country, region and names of towns and cities. I know how to choose the most appropriate writing skills to communicate what I know about a place using my geographical words well and thinking about my audience. I know how to use a wide range of geographical vocabulary to accurately describe human features. I know how to use a wide range of geographical vocabulary to accurately describe physical features.	When I describe where a place is I use continent, country, region and names of towns and cities. I know how to use a wide range of geographical vocabulary to accurately describe physical features.

Upperwood Geography Curriculum Concepts

	Cycle A			Cycle B		
KS1	Brilliant Barnsley	Too Hot, Too Cold	Oh I Do Like To Be Beside The Seaside	Continents, Oceans & the UK	Aerial Maps & Direction	Jet Set Go!
LKS2	3 C's	Brilliant Brazil	Life In The Alps	Raging Rivers	Deforestation	Trip to the Big Apple
UKS2	Natural Disasters	Dynamic Earth	Powering The UK	OS Maps 4 & 6 Figure	Trade & The UK	Exploring the Americas