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Geography is my world

<table>
<tr><td colspan="2">Geography inspires children to be curious about their world; the people within it, the natural environment around them and the interaction between the two. They will question why their world looks and behaves as it does and to consider how they can bring about positive change in the future. Through the study of Geography, children will understand the significance of the distribution of people across the world and the physical processes occurring on Earth, while becoming confident in using practical geographical skills. Provision will highlight the importance of Geography to all areas of the curriculum while also giving children from all backgrounds a crucial understanding of the wider world.</td></tr>
<tr><td>FS Curriculum</td><td>KPI</td></tr>
<tr><td rowspan="2">Understanding the world

The world: children 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. They make observations of animals and plants and explain why some things occur, and talk about changes.</td><td>• Can talk about the features of their own immediate environment and how environments can vary from each other.</td></tr>
<tr><td>Geography is My world…

• Can name my school, town and country.</td></tr>
</table>

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Year 1 Curriculum	**KPI**
Name, locate and identify features of the four countries and capital cities of the United Kingdom and its surrounding seas.	Can name and locate the four countries of the UK, their capital cities and the surrounding seas. Knows the road and town they live in.
To start to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries studied at this key stage.	
Use basic geographical vocabulary to refer to: • Key physical features, including: forest, hill, mountain, seas, season and weather • key human features, including: city, town, village, house and shop	Can use basic geographical vocabulary to refer to a physical and a human feature.
Identify seasonal and daily weather patterns in the United Kingdom and begin to locate hot and cold areas of the world in relation to the Equator and the North and South Poles.	
To use locational and directional language [for example, near and far; left and right], to start to describe the location of features and routes on a map	
Use simple fieldwork and observational skills to study the key features of their school and its grounds.	Can use simple field work and observational skills to study geographical features of their school.

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Progression of vocabulary
Year 1 - map, countries, capital, city, towns, village, town, house, shop, forest, hill, mountain, seas, near, far, left right, United Kingdom, England, Wales, Scotland, Northern Ireland, Earth, equator, north pole, south pole, seasons, weather Year 2 – human features, physical features, atlas, key, locate, compass, north, south, east, west, ocean, Pacific, Atlantic, Indian, Southern, Arctic, continent, Asia, Africa, North America, South America, Europe, Australasia, factory, farm, office, port, harbour, landmark, cliff, coast, river, valley, vegetation, valley Year 3 –fieldwork, county, source, tributaries, main channel, waterfalls, rapids, confluence, floodplain, meanders, river mouth, delta, climate, tropical, habitat, volcano, tectonic plate, core, mantle, crust, air miles, latitude, longitude, hemisphere, North-East, South-East, South-West, North-West Year 4 – Scandinavia, topography, mountains, contours, human geography, physical geography, gulf steam, weather system, biome, climate, 4 figure grid reference, Ordnance Survey Map, fieldwork, hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle, evaporation, condensation, transpiration, run off Year 5 – land use, population growth, slum, shanty, sprawl, megacity, emigration, adaptation, flora, fauna, biodiversity, developed, 6 figure grid reference, Prime/Greenwich Meridian, time zone, economic activity, trade, natural resources, settlement Year 6 – sea level, land use, subtropical, industrial, rural, urbanisation, regeneration, sustainable

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Year 2 Curriculum	**KPI**
Name and locate the world's seven continents and five oceans.	
To become more confident using world maps, atlases and globes to identify the United Kingdom, as well as the countries, continents and oceans studied at this key stage.	Name and locate the world's seven continents and five oceans using a range of maps.
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.	Can identify a similarity and difference in the human or physical geography of an area in the UK and a contrasting non-European country.
To become more confident locating 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: Human: factory, farm, port office, harbour Physical: beach, cliff, coast, ocean, river, valley, vegetation.	Can give a definition for a human and a physical feature.
Use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.	Can use 4-point compass and locational language 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 key human and physical features of the school's surrounding environment	Can use simple field work and observational skills to study geographical features of the school's surrounding environment.

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Year 3 Curriculum	**KPI**
Start to locate the world's countries, using map, globes and digital/computer mapping to focus on Europe (including the location of Russia), concentrating on their key physical and human features and major cities.	Can name and locate key countries studied on a world map. Can name key cities in countries studied.
Where relevant, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical features, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns and understand how some of these aspects have changed over time.	
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.	Can list 3 similarities and 3 differences between a region of the UK and of a European country.
Describe and understand key aspects of physical geography including: biomes and vegetation belts, rivers, volcanoes and earthquakes.	To describe key features of rivers, volcanoes and earthquakes using geographical vocabulary.
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere.	
Use the eight points of a compass, to build a knowledge of the United Kingdom.	Can use and apply vocabulary of (N, S, E, W, NW, NE, SW, SE).
Use fieldwork to observe, measure and record the human and physical features in the local area and present the results using a range of methods, including sketch maps, plans and graphs, and digital technologies.	To participate in a piece of fieldwork relating to the human and physical features of the local area and record their findings.

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Progression of vocabulary
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Year 4 Curriculum	**KPI**
Continue to locate the world's countries, using maps, atlases, globes and digital/computer mapping to focus on Europe (including the location of Russia) and concentrating on their environmental regions, key physical and human features, countries, and major cities.	Using maps can locate European countries and some of their major cities.
Where relevant, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical features, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	Can identify how some land use patterns in the United Kingdom have changed over time, focusing on: **Anglo Saxon Settlements**.
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.	
Describe and understand key aspects of; physical geography, including: biomes and mountains.	Can locate and describe key mountain ranges and describe how they are formed using geographical vocabulary.
To consolidate knowledge of the position and significance of latitude, longitude, Equator, N Hemisphere, S Hemisphere. To identify the position and significance of the Tropics of Cancer and Capricorn and the Arctic and Antarctic circle.	Can identify lines of latitude, longitude, the Equator, N Hemisphere and S Hemisphere.
Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.	Can locate an area of interest using grid references. Can use an ordnance survey key to identify key features on a map.
Use fieldwork to observe, measure and record the human and physical features in the local area and present the results using a range of methods, including sketch maps, plans and graphs, and digital technologies.	To participate in a piece of fieldwork relating to the human and physical features of the local area and record their findings appropriately.

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Year 5 Curriculum	**KPI**
Continue to locate the world's countries, using maps, atlases, globes and digital/computer mapping with a focus on North and South America and concentrating on their environmental regions, key physical and human features, countries, and major cities.	Can use maps can locate North and South America and some of their major cities and key features studied.
Where relevant, name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical features, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	
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.	
Where relevant, to describe and understand key aspects of physical geography and how these have changed over time, including: climate zones, biomes and vegetation and biodiversity.	
Where relevant, to describe and understand key aspects of human geography and how these have changed over time, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	Can describe an aspect of human geography which has changed over time.
To consolidate the use of four figure grid references, compass directions (8), (including the use of Ordnance Survey maps) and to learn to use six figure grid references to build their knowledge of the United Kingdom and the wider world.	Can locate an area of interest using grid references. Can use an ordnance survey key to identify key features on a map.
To revisit the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. To identify the position of the Prime/Greenwich Meridian and time zones (including day and night).	Can identify (referring to lines of latitude and longitude) the Tropics of Cancer and Capricorn, Arctic and Antarctic circles, the Prime/Greenwich Meridian and time zones.
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.	To plan, with support, a piece of fieldwork relating to the human and physical features of the local area and record their findings appropriately.

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Year 6 Curriculum	**KPI**
Continue to locate the world's countries, using maps, atlases, globes and digital/computer mapping to focus on North and South America and concentrating on their environmental regions, key physical and human features, countries, and major cities.	Can use a range of maps to locate and describe countries and features studied.
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	Can compare the human and physical geography of -a region of the United Kingdom. -a European City -a region of South America
Where relevant, to describe and understand key aspects of physical geography and how these have changed over time, including: climate zones, biomes and vegetation and biodiversity.	Can describe how key aspects of human or physical geography have changed over time including an explanation of how political change impacts geography and how individuals impact this change.
Where relevant, to describe and understand key aspects of human geography and how these have changed over time, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	
To consolidate understanding of 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).	
To consolidate the use of four and six figure grid references, compass directions (8), (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.	To plan and carry out a piece of fieldwork relating to the human and physical features of the local area and record their findings appropriately.

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