

Geography Overview and Challenges EYFS, KS1 and KS2





Geography Overview and Learning Challenges

EYFS

UW	The World (Geography)
Birth – 11 months	1c• Looks around a room with interest; visually scans environment for novel, interesting objects and events.
8 – 20 months	
16 – 26 months	3b• Remembers where objects belong.
22 – 36 months	4b• Notices detailed features of objects in their environment
30 – 50 months	5a• Comments and asks questions about aspects of their familiar world such as the place where they live 5d• Developing an understanding of growth, decay and changes over time. 5e• Shows care and concern for the environment.
40 – 60+ months	6a• Looks closely at similarities, differences, patterns and change.
Early Learning Goal	1 Children know about similarities and differences in relation to places. 2 They talk about the features of their own immediate environment and how environments might vary from one another.
Exceeding	Children know that the environment and living things are influenced by human activity. They can describe some actions which people in their own community do that help to maintain the area they live in.

National Curriculum Requirements of Geography at Key Stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Location 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 (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.



Geography Overview and Learning Challenges

Year 1

Geography: Year 1 Overview

<p>1 Location Knowledge-ongoing learning</p> <p>Name, locate and identify characteristics of the four countries of the UK</p> <p>Locate main cities and countries of the UK-locate Tamworth, London, Edinburgh, Dublin, Cardiff.</p>	<p>Human & Physical Knowledge</p> <p>Moon Zoom</p> <p>Weather Patterns- Splendid Skies</p> <p>Identify seasonal and daily weather patterns in the UK-capital cities and surrounding seas</p> <p>Locating Continents-- Use world maps, atlases and globes to name, locate and identify areas in relation to the UK and the rest of the world e.g. continents and oceans.</p> <p>Dinosaur Planet Using maps to locate identify and name the seven continents and five oceans.</p>	<p>Paw, Claws and Whiskers</p> <p>Drawing simple picture maps</p> <p>Using and Making Maps - 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.</p> <p>- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right]</p> <p>Dinosaur Planets</p> <p>Using maps to locate and identify the seven continents.</p>	<p>Place Knowledge</p> <p>Superheroes</p> <p>Countries and Capitals of the United Kingdom.</p> <p>Bright Lights, Big City</p> <p>Using maps to locate and where they are in the United Kingdom. City focus- London -Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Discuss words- Town, city, village, farm, house, office, port, harbour, shop</p>
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Knowledge, Skills and Understanding breakdown for Geography

Year 1

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they say what they like about their locality? • Can they sort things they like and don't like? • Can they answer some questions using different resources, such as books, the internet and atlases? • Can they think of a few good questions to ask about a locality? • Can they answer questions about the weather? • Can they keep a weather chart? • Can we describe the moon? 	<ul style="list-style-type: none"> • Can they tell someone their address? • Can they explain the main features of a hot and cold place? • Can they describe a locality using words and pictures- describe a city/park? • Can they explain how the weather changes with each season? • Can they name key features associated with a town or village, eg, church, farm, shop, house? 	<ul style="list-style-type: none"> • Can they begin to explain why they would wear different clothes at different times of the year? • Can they tell something about the people who live in hot and cold places? • Can they explain what they might wear if they lived in a very hot or a very cold place? Different types of houses/ link to weather/seasons • Can we look at different types of weather in localities? 	<ul style="list-style-type: none"> • Can they identify the four countries making up the United Kingdom? • Can they name some of the main towns and cities in the United Kingdom? • Can they point out where the equator, north pole and south pole are on a globe or atlas?

Year 1 (Challenging)

<ul style="list-style-type: none"> • Can they answer questions using a weather chart? • Can they make plausible predictions about what the weather may be like later in the day or tomorrow? 	<ul style="list-style-type: none"> • Can they name key features associated with a town or village, eg, factory, detached house, semi-detached house, terrace house? 	<ul style="list-style-type: none"> • Can they name different jobs that people living in their area might do? 	<ul style="list-style-type: none"> • Can they name a few towns in the south and north of the UK?
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Geography Overview and Learning Challenges

Year 2

<p>2 Location Knowledge Use world maps, atlases and globes to name, locate and identify areas in relation to the UK and the rest of the world e.g. continents and oceans. Locate the Equator, North and South Poles. Name and locate the world's seven continents and five oceans. Locate main cities and countries of the UK-locate Tamworth, London, Edinburgh, Dublin, Cardiff.</p>	<p>Human & Physical Knowledge</p> <p>Wriggle and Crawl</p> <p>Look at Tamworth- Identify features of a location in order to say whether it is a city, town, village, coastal or rural area.</p>	<p>Towers, Tunnels and Turrets Locating Continents</p> <p>Different landmarks around the UK- compare castle in Tamworth to castle in Europe</p> <p>Detectives/ Beat, Bang, Boogie</p>	<p>Place Knowledge Scented Garden Identify seasonal and daily weather patterns in the United Kingdom Journey to School -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.- Devise a simple map using keys. Land Ahoy 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. Discuss key physical features- beach, cliff, coast, forest, farm, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Understand geographical similarities and differences through studying the human and physical geography of Tamworth, and contrasting in Gambia concentrating on islands and sea-sides. -Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). -Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in..</p>
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Knowledge, Skills and Understanding breakdown for Geography

Year 2

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they label a diagram or photograph using some geographical words? • Can they find out about a locality by using different sources of evidence? • Can they find out about a locality by asking some good questions to someone else? • Can they say what they like and don't like about their locality and another locality like the seaside? 	<ul style="list-style-type: none"> • Can they describe some physical features of own locality? • Can they explain what makes a locality special? • Can they describe some places which are not near the school? • Can they describe a place outside Europe using geographical words? • Can they describe some of the features associated with an island? • Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley? 	<ul style="list-style-type: none"> • Can they describe some human features of own locality, such as the jobs people do? • Can they explain how the jobs people do may be different in different parts of the world? • Do they think that people ever spoil the area? How? • Do they think that people try to make the area better? How? • Can they explain what facilities a town or village might need? 	<ul style="list-style-type: none"> • Can they name the continents of the world and find them in an atlas? • Can they name the world's oceans and find them in an atlas? • Can they name the main cities of England, Wales, Scotland and Ireland? • Can you find where they live on a map of the UK?

Year 2 (Challenging)

<ul style="list-style-type: none"> • Can they make inferences by looking at a weather chart? • Can they make plausible predictions about what the weather may be like in different parts of the world? 	<ul style="list-style-type: none"> • Can they find the longest and shortest route using a map? • Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe? 	<ul style="list-style-type: none"> • Can they explain how the weather affects different people? 	<ul style="list-style-type: none"> • Can they locate some of the world's major rivers and mountain ranges? • Can they point out the North, South, East and West associated with maps and compass?
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Geography Overview and Learning Challenges

Key Stage 2

National Curriculum Requirements of Geography at Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical tools and skills to enhance their locational and place knowledge.

Pupils should be taught to:

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.



Geography Overview and Learning Challenges

Year 3

<p>3 Location Knowledge</p> <p>Check knowledge gained at Key Stage 1.</p> <p>Locate main European countries, longest rivers, highest mountains, Equator, N and S hemisphere and Tropics of Cancer and Capricorn.</p> <p>Geographical Skills and Fieldwork Use maps, globes and atlases</p>	<p>Human & Physical Knowledge</p> <p>Heroes and Villains</p> <p>Mighty Metals</p>	<p>Stone Age and Tribal Tales Settlement (Skara Brae) Learn about regions of the UK- creating map of UK with capital cities and main landmarks- e.g. Stonehenge Study of human and physical geography- settlement, land use and how it has changed over time.</p> <p>Urban Pioneers Eight points of a compass, basic symbols and key.</p>	<p>Place Knowledge</p> <p>Flow</p> <p>Water cycle rivers, depositing, water cycle, plastic pollution Water- natural resources River Study- River Severn</p> <p>Gods and Mortals Volcanoes and Earthquakes -The power of the Earth- hills, mountains, earthquakes, volcanoes.</p> <p>Compare Greece with UK</p>
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Knowledge, Skills and Understanding breakdown for Geography

Year 3

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Do they use correct geographical words to describe a place and the things that happen there? • Can they identify key features of a locality by using a map? • Can they begin to use a 4 figure grid references? • Can they use some basic OS map symbols? 	<ul style="list-style-type: none"> • Can they use maps and atlases appropriately by using contents and indexes? • Can they describe how volcanoes are created? • Can they describe how earthquakes are created? • Can they confidently describe physical features in a locality? • Can they locate the Mediterranean and explain why it is a popular holiday destination? • Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)? • Can you locate a place in the world from its longitude/latitude? 	<ul style="list-style-type: none"> • Can they confidently describe human features in a locality? • Can they explain why a locality has certain human features? • Can they explain why a place is like it is? • Can they explain how the lives of people living in Greece would be different from their own? 	<ul style="list-style-type: none"> • Can they name a number of countries in the Northern Hemisphere? • Can they locate and name some European seas? • Can they name and locate some well-known European countries? • Can they name and locate the capital cities of neighbouring European countries? • Are they aware of different weather in different parts of the world, especially Europe?

Year 3 (Challenging)

<ul style="list-style-type: none"> • Can they work out how long it would take to get to a given destination taking account of the mode of transport? 	<ul style="list-style-type: none"> • Can they explain why a locality has certain physical features? 	<ul style="list-style-type: none"> • Can they explain how people's lives vary due to weather? 	<ul style="list-style-type: none"> • Can they name the two largest seas around Europe?
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Geography Overview and Learning Challenges

Year 4

<p>4 Location Knowledge</p> <p>Revise UK map, European map and then look at world map- discuss continents, oceans, countries, capital cities</p> <p>On a world map locate deserts, rainforests or temperate regions.</p> <p>The united kingdom is made up of four countries and each of these has a capital city. Places are located on a map using a 'grid' Locate the main counties and cities around the school locality. in the West Midlands.</p>	<p>Human & Physical Knowledge I am Warrior</p> <p>Types of settlements in modern Britain e.g. villages, towns and cities.</p> <p>Look at where Italy is on the world map- compare Rome to Birmingham- look at special landmarks in both cities</p> <p>The land use for food in the area is very different and how it has changed over time: shops, allotments and farm land. A big city and a village are very different but there are similarities. What is the difference between 'urban' and 'rural'?</p> <p>There are several cities in the UK that are considered 'major cities'. Cities, towns and villages are connected by a railway system dating back many years. Each of the major cities has its own central station. We live in the UK's second biggest city with over 1m people choosing Birmingham as their home. England is made up of counties. Each county contains cities, towns and villages.</p> <p>Northern Hemisphere, southern hemisphere</p> <p>Playlist City locations in the UK</p> <p>Use longitude and latitude on a world map</p>	<p>Burps, Bottoms and Bile</p> <p>Potions</p>	<p>Traders and Raiders</p> <p>Study a region of the UK (Wales- how has the place changed over time- look at hills and mountains and coasts- similarities and differences to England) Trade links with other countries</p> <p>Blue Abyss Understand climate- biomes- tundra, desert, grassland, rainforest</p>
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Knowledge, Skills and Understanding breakdown for Geography

Year 4

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they carry out a survey to discover features of cities and villages? • Can they find the same place on a globe and in an atlas? • Can they label the same features on an aerial photograph as on a map? • Can they plan a journey to a place in England? • Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> • Can they describe the main features of a well-known city? • Can they describe the main features of a village? • Can they describe the main physical differences between cities and villages? • Can they use appropriate symbols to represent different physical features on a map? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live in cities? • Can they explain why people may choose to live in a village rather than a city? • Can they explain how a locality has changed over time with reference to human features? • Can they find different views about an environmental issue? What is their view? • Can they suggest different ways that a locality could be changed and improved? 	<ul style="list-style-type: none"> • Can they locate the Tropic of Cancer and the Tropic of Capricorn? • Do they know the difference between the British Isles, Great Britain and UK? • Do they know the countries that make up the European Union? • Can they name up to six cities in the UK and locate them on a map? • Can they locate and name some of main islands that surround the UK? • Can they name the areas of origin of the main ethnic groups in the UK & in their school?

Year 4 (Challenging)

<ul style="list-style-type: none"> • Can they give accurate measurements between 2 given places within the UK? 	<ul style="list-style-type: none"> • Can they explain how a locality has changed over time with reference to physical features? 	<ul style="list-style-type: none"> • Can they explain how people are trying to manage their environment? 	<ul style="list-style-type: none"> • Can they name the counties that make up the home counties of London? • Can they name some of the main towns and cities in Yorkshire and Lancashire?
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Geography Overview and Learning Challenges

Year 5

<p>5 Location Knowledge</p> <p>Use maps, globes etc. to locate the main countries and cities in Europe, locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental region Key physical and human characteristics, countries, and major cities</p>	<p>Star Gazer Climate Zones</p> <p>Egyptians Trade links Use Arial images, maps and globes to identify geographical features and eight points of a compass - study of the River Nile, economic activity, distribution of natural resources (food, minerals and water) tourism in Egypt</p>	<p>PlaCE Knowledge</p> <p>Time Traveller Use of fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods- sketching maps, plans, graphs and digital technologies.</p> <p>Scream Machine</p> <p>Locate theme parks on a map of UK- plans of parks/ terrains and locations- use fieldwork to observe, measure, record and present human and physical features of the local area.</p>	<p>Human & Physical Knowledge and Geographical Skills and Fieldwork</p> <p>Off With Their Heads</p> <p>Beast Creator</p> <p>Vegetation belts, biomes, land use, economic activity. Fair/unfair distribution of resources (Fair-Trade) and natural resources.</p> <p>Trade between the UK- including food, Europe and Rest of World. locations- use fieldwork to observe, measure, record and present human and physical features of the local area. Local area and changes throughout the years. Time- zones- Greenwich Mean time (day and night)</p>
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Knowledge, Skills and Understanding breakdown for Geography

Year 5

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they collect information about a place and use it in a report? • Can they map land use? • Can they find possible answers to their own geographical questions? • Can they make detailed sketches and plans; improving their accuracy later? • Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> • Can they explain why many cities of the world are situated by rivers? • Can they explain how a location fits into its wider geographical location; with reference to physical features? • Can they explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> • Can they explain why people are attracted to live by rivers? • Can they explain how a location fits into its wider geographical location; with reference to human and economical features? • Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<ul style="list-style-type: none"> • Can they name and locate many of the world's major rivers on maps? • Can they locate Egypt on a world map and atlas?

Year 5 (Challenging)

<ul style="list-style-type: none"> • Can they work out an accurate itinerary detailing a journey to another part of the world? 	<ul style="list-style-type: none"> • Can they 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"> • Can they report on ways in which humans have both improved and damaged the environment? 	<ul style="list-style-type: none"> • Can they begin to recognise the climate of a given country according to its location on the map?
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Geography overview and Learning Challenges

Year 6

<p>6 Location Knowledge and Geographical Skills and Fieldwork</p> <p>On a world map locate countries in Africa, Russia, North America, South America, Asia and Oceania.</p> <p>Identify their main environmental regions.</p> <p>Capital cities and major cities of the world and world flags.</p>	<p>Human & Physical Knowledge</p> <p>Hola Mexico Describe the environmental regions of a country and major cities of South America. Tropics of Cancer, Capricorn and Equator</p> <p>Fallen Fields/ Frozen Kingdom Name key topographical features and understand how they have changed over time- land use patterns and how they have changed over time. Climate zones, biomes and vegetation belt affect physical and human features of a place in the world- Arctic and Antarctic Circle.</p> <p>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</p>	<p>ID</p> <p>Gallery Rebels</p> <p>Volcanoes and earthquakes – tectonic plates</p> <p>Distribution of natural resources focussing on energy Where and how is energy produced? How is it transported?</p>	<p>Location Knowledge (linked to local history study)</p> <p>Blood Heart</p> <p>A Child’s War</p> <p>How land use has changed in the local area</p> <p>trade links and growing economy, tourism, natural resources- food, energy and water</p> <p>Locate the countries of Europe and know the major cities. They should look at the countries invaded by Germany and their position on the map in relation to it. The seas of Europe that would’ve been important during WWII</p> <p>Particular attention should be paid to southern Poland and research what Krakow and Auschwitz. What were they like then and now?</p> <p>Be able to locate continents and continents in which refugees flee. Which countries accept the most refugees?</p> <p>Climate and extreme climate effecting lives of people, ecology and people and affected by cold- freezing and thawing process.</p> <p>Used as maps- Ordnance survey and computer mapping- build into knowledge of the wider world during break at Alton Castle retreat.</p> <p>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.</p>
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Knowledge, Skills and Understanding breakdown for Geography

Year 6

Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> • Can they confidently explain scale and use maps with a range of scales? • Can they choose the best way to collect information needed and decide the most appropriate units of measure? • Can they make careful measurements and use the data? • Can they use OS maps to answer questions? • Can they use maps, aerial photos, plans and web resources to describe what a locality might be like? 	<ul style="list-style-type: none"> • Can they give extended description of the physical features of different places around the world? • Can they describe how some places are similar and others are different in relation to their human features? • Can they accurately use a 4 figure grid reference? • Can they create sketch maps when carrying out a field study? 	<ul style="list-style-type: none"> • Can they give an extended description of the human features of different places around the world? • Can they map land use with their own criteria? • Can they describe how some places are similar and others are different in relation to their physical features? 	<ul style="list-style-type: none"> • Can they recognise key symbols used on ordnance survey maps? • Can they name the largest desert in the world? • Can they identify and name the Tropics of Cancer and Capricorn as well as the Artic and Antarctic circles? • Can they explain how the time zones work?

Year 6 (Challenging)

<ul style="list-style-type: none"> • Can they define geographical questions to guide their research? • Can they use a range of self selected resources to answer questions? 	<ul style="list-style-type: none"> • Can they plan a journey to another part of the world which takes account of time zones? • Do they understand the term sustainable development? Can they use it in different contexts? 	<ul style="list-style-type: none"> • Can they explain how human activity has caused an environment to change? • Can they analyse population data on two settlements and report on findings and questions raised? 	<ul style="list-style-type: none"> • Can they name and locate the main canals that link different continents? • Can they name the main lines of latitude and meridian of longitude?
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