

**GEOGRAPHY SUBJECT LEARNING EXPECTATIONS**



**Programme of Study**

Key Stage 1 Pupils should be taught about:	Patterns Weather and The Seasons	Places Africa	The seaside Geographical features
<p><b>Locational knowledge</b></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 United Kingdom and its surrounding seas</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b> <b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>key human features, including: city, town, village, factory, farm, house,</li> <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 Pole</li> </ul> <p><b>Geographical skills and fieldwork</b></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 studied at this key stage, 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</li> <li>Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map</li> </ul>	<p><b>Suggested LO's</b></p> <p>I must be able to name the four seasons and talk about the different types of weather</p> <p>I must be able to locate the equator on a world atlas</p> <p>I must be able to locate the north and south pole on a world atlas</p> <p>I should be able to use an atlas to locate hot and cold areas around the world</p> <p>I could talk about the why these areas are hot and cold in relation to the equator and the poles.</p>	<p><b>Suggested LO's</b></p> <p>I must be able to say which country and which continent I live in.</p> <p>I must be able to name some of the world's seven continents</p> <p>I should be able to locate the world's seven continents on an atlas</p> <p>I could talk about the geographical features of different continents; the different countries, the weather, capital cities, land features, the people, the language, the culture etc</p>	<p><b>Suggested LO's</b></p> <p>I must be able to name the four countries of the United Kingdom</p> <p>I must be able to locate the four countries of the UK on a map</p> <p>I must be able to name the seas that surround the UK</p> <p>I must be able to name the world's 5 oceans</p> <p>I should be able to locate the world's oceans on a map</p>

**Programme of Study**

Key Stage 1 Pupils should be taught about:	Pirates The British Coastline	Nocturnal Animals Urban V Rural Environments	Families Contrasting Locality - Gambia
<p><b>Locational knowledge</b></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 United Kingdom and its surrounding seas</li> </ul> <p><b>Place Knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul> <p><b>Human and physical geography</b></p> <p><b>Use basic geographical vocabulary to refer to:</b></p> <ul style="list-style-type: none"> <li>Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> <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> </ul> <p><b>Geographical skills and fieldwork</b></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 studied 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; left and right], to describe the location of features and routes on a map</li> </ul>	<p><b>Suggested LO’s</b></p> <p>I must be able to name the seas that surround the UK</p> <p>I must be able to locate the seas that surround the UK on a map</p> <p>I should be able to identify physical features of the British Coastline (island, beach, cliff, bay, harbour, port, sea, ocean)</p> <p>I should be able to identify human features of the British Coastline (harbour, port, caves)</p> <p>I could compare different parts of the British Coastline using geographical vocabulary I can identify ways in which the physical and human features of the British coastline have changed over time</p>	<p><b>Suggested LO’s</b></p> <p>I must be able to name the capital cities of the four countries that make up the United Kingdom</p> <p>I must be able to locate the four capital cities on a map</p> <p>I must know the meaning of the words urban and rural and link it to the city and the countryside.</p> <p>I must be able to identify physical and human features of both urban and rural areas (forest, hill, mountain, river, factory, fields, parks, farms, offices, shops)</p> <p>I should be able to use simple directional language to say where the four countries are in relation to where I live and in relation to each other.</p> <p>I should be able to identify and talk about the key characteristics of at least one of these countries (England) and its capital city (London).</p> <p>I could identify and talk about the key characteristics of two or more countries in the United Kingdom</p> <p>I could use a map to talk about the location of possible habitats of nocturnal animals</p> <p>I could draw a sketch map of the local area with a simple key identifying possible habitats of nocturnal animals</p>	<p><b>Suggested LO’s</b></p> <p>I must be able to locate Gambia on a world Atlas</p> <p>I must be able to locate Banjul on a map of Gambia</p> <p>I must be able to identify the key physical features of Banjul, Gambia (sea, ocean, weather, rivers, vegetation)</p> <p>I must be able to identify the key human features of Banjul, Gambia (cities, population,</p> <p>I should be able to understand the geographical similarities and differences between where I live (e.g. London) and Gambia</p> <p>I could give reasons for why these differences and similarities exist</p> <p>I could use simple directional language to say where Gambia is in relation to other African countries.</p>

**Programme of Study**

Key Stage 2  Pupils should be taught about:	Protecting Our Environment  Reduce, reuse, recycle (a comparative study of the UK and India)	Tropical Islands	Fairy Tale Twists  Exploring Epping Forest (linked to Into the Forest)
<p><b>Locational knowledge</b></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><b>Place knowledge</b></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><b>Human and physical geography describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>	<p><b>Suggested LO's</b></p> <p>I must be able to explain what is meant by 'reduce, reuse and recycle'</p> <p>I must be able to identify products that have been reused or recycled paper, packaging, glass etc.)</p> <p>I must be able to list the different ways in which people reduce, reuse and recycle waste in the UK</p> <p>I should be able to explain the negative effects waste has on our environment</p> <p>I should be able to explain the positive impacts of reducing, reusing and recycling</p> <p>I should be able to talk about the local recycling projects that benefit us and our school</p> <p>I should be able to compare the UK recycling system with that of another country (India)</p> <p>I could compare the human geography of London and Dehli I could explain the recycling process for certain materials (for example; glass, paper and cardboard)</p>	<p><b>Suggested LO's</b></p> <p>I must be able to locate the most famous Caribbean Islands on a world atlas and explain their location in relation to other countries, continents, oceans etc.</p> <p>I must be able to talk about why these areas are tropical in relation to the equator</p> <p>I must be able to name and identify the physical features of the Arctic and Antarctic (icebergs, sheet ice, climate)</p> <p>I must be able to name and identify some of the human features of the Arctic and Antarctic (fishing, research centres)</p> <p>I should be able to explain how these regions are the same and how they are different in terms of location, physical and human features, climate, population, animal life etc.</p>	<p><b>Suggested LO's</b></p> <p>I must be able to locate Epping Forest on a variety of maps and say which county it is in</p> <p>I must know the 4 compass points and say in which direction Epping Forest is in relation to my house</p> <p>I should be able to name some of the counties that surround Greater London</p> <p>I should know the 8 compass points and be able to say where I live in relation to Epping Forest using directional language</p> <p>I should be able to make a sketch map of my local area and compare this with the OS map</p> <p>I should be able to use the key on an OS map to identify geographical features such as woodland, paths, ponds, and bridleways.</p> <p>I could use the scale of a map to work out the size of Epping Forest.</p> <p>I could plot a route using the OS map.</p> <p>I could use an OS map to plan a trip to Epping Forest and suggest things to do whilst there.</p>

## Programme of Study

Key Stage 2	Wilderness and Survival  The World's Most Famous Mountains	Journeys  Discovering the World	Volcanoes
Pupils should be taught about:			
<p><b>Locational knowledge</b></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><b>Place knowledge</b></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><b>Human and physical geography describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>	<p><b>Suggested LO's</b></p> <p>I must know the difference between a hill, a mountain and a mountain range</p> <p>I must know the name of the tallest mountains in England, Scotland and Wales</p> <p>I should know the names of some of the most famous mountain ranges in Europe and Around the World</p> <p>I should be able to locate mountains and mountain ranges on a variety of maps</p> <p>I should be able to name and identify the physical features of mountains and mountain ranges; slopes, peaks, ridges, valleys</p> <p>I should be able to talk about the typical climate of mountainous regions</p> <p>I could explain why the climate is like this</p> <p>I could explain why mountains are an important feature of the water cycle I could explain how mountains are formed</p>	<p><b>Suggested LO's</b></p> <p>I must be able to locate the UK on a world map and explain its location in relation to other parts of the world</p> <p>I should be able to name and identify some the key physical characteristics of the UK (rivers, seas, mountains, cities, neighbouring countries)</p> <p>I should be able to list some of the key human characteristics of the UK (population, economic activity and trade links)</p> <p>I should be able to name some of it's 'natural resources' and be able to identify how natural resources are distributed within countries and around the world</p> <p>I should use a map and globe to find the equator, lines of latitude and longitude, both Tropics and where the UK is in relation to these.</p> <p>I should go on a field trip to the local area to draw a map recording physical and human features.</p> <p>I should use the data found on the field trip to re-plan the local area, producing graphs and using digital technology.</p>	<p><b>Suggested LO's</b></p> <p>I must know the names of Europe's three most famous volcanoes</p> <p>I should be able to locate Europe's top three volcanoes on a map and say which country they are in.</p> <p>I must know that the earth is made of different layers</p> <p>I should be able to explain how volcanoes are formed using vocabulary such as;</p> <p>I could know the difference between magma and lava</p> <p>I should be able to explain the physical effects of a volcanic eruption</p> <p>I should be able to explain how volcanoes effect people living in the area</p> <p>I could name, label and talk about the different layers that make up the earth</p> <p>I could explain what happened at Pompeii in AD79</p>

## Programme of Study

Key Stage 2 Pupils should be taught about:	Climate Change Rivers and Floods	Brazil	Local Landmarks Using OS maps
<p><b>Locational knowledge</b></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><b>Place knowledge</b></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><b>Human and physical geography describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>	<p><b>Suggested LO's</b></p> <p>I must be able to name the longest river in the UK, England world.</p> <p>I must be able to name and locate on an Atlas the three longest rivers around the world</p> <p>I must know the different stages of the water cycle</p> <p>I should be able to explain the importance of mountains in the water cycle</p> <p>I should be able to list and identify the key physical and human features of rivers (e.g. upper, middle, lower, mouth, bed, waterfalls, dams etc.)</p> <p>I should know how and why floods occur</p> <p>I could explain how climate change is effecting the worlds sea levels and how this may increases the chance of floods occurring</p> <p>I could identify a range of viewpoints about water ownership</p> <p>I could show how people can improve the environment through water conservation.</p>	<p><b>Suggested LO's</b></p> <p>I must be able to locate Brazil on a world map and explain its location in relation to other parts of the world</p> <p>I must be able to name the capital city of Brazil</p> <p>I should be able to name and identify some the key physical characteristics of Brazil (rivers, seas, mountains, cities, towns, neighbouring countries, climate, vegetation)</p> <p>I should be able to list some of the key human characteristics of Brazil (population, economic activity, trade links, settlements and land use)</p> <p>I should be able to name some of it's 'natural resources' and be able to identify how natural resources are distributed (perhaps unevenly) within countries and around the world</p> <p>I should state how the UK and Brazil are geographically similar and different</p> <p>I could give reasons stating why they are geographically similar and different.</p>	<p><b>Suggested LO's</b></p> <p>I must be able to identify local landmarks on an OS map of the area</p> <p>I must be able to use a map key to describe what an area is like</p> <p>I must be able to make a sketch map of a local area with a key and compare this to the corresponding OS map</p> <p>I should be able to use OS map coordinates to locate local landmarks</p> <p>I should be able to use the scale of an OS map to determine how far local landmarks are from a given location</p> <p>I should be able to plot a route on an OS map</p> <p>I could compare the physical and human geography of two different areas using an OS map.</p>

**Programme of Study**

Key Stage 2  Pupils should be taught about:	WW2	Immigration  Types of settlements	No Place Like Home  Comparison of two contrasting areas (in and around London)
<p><b>Locational knowledge</b></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><b>Place knowledge</b></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><b>Human and physical geography describe and understand key aspects of:</b></p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul> <p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>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</li> <li>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.</li> </ul>	<p><b>Suggested LO's</b></p> <p>I must be able 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</p> <p>I must be able name and locate on a map the countries that participated in WW2</p> <p>I should be able to locate wartime battles and defence lines on a map of Europe, and point out which countries had border changes after WW2</p> <p>I could list some lasting effects of WW2 on the human and physical landscape of London</p> <p>I could say what impacts war has on the human and physical geography of a country</p>	<p><b>Suggested LO's</b></p> <p>I must be able to suggest reasons (including natural disasters, poverty, unemployment) for why people immigrate</p> <p>I must be able to suggest reasons for how immigration can change settlements and harm natural environments</p> <p>I must be able to say what features of the United Kingdom make it desirable for immigrants to relocate to</p> <p>I should be able to name different types of settlements and understand their land use</p> <p>I should be able to suggest environmentally responsible measures for cities to adopt to make room for population growth</p> <p>I should be able to identify which natural resources are needed to sustain human life</p> <p>I could list some differences between the United Kingdom and the origin countries of immigrants, pointing out which countries have the highest immigration rates to Europe</p>	<p><b>Suggested LO's</b></p> <p>I must be able to identify features of the United Kingdom's physical geography that makes it unique to other countries</p> <p>I must be able to locate London and other main cities in the United Kingdom on a map</p> <p>I must be able to locate the position of the Greenwich Meridian and explain its purpose</p> <p>I should be able to compare two contrasting areas in and around London</p> <p>I should be able to say how the region has changed physically in the last 100 years (including changes to coastline, deforestation, development)</p> <p>I could suggest how climate change will alter the physical geography of London</p>