



Meriden C of E Primary School - National Curriculum for Geography by Year Group

Foundation Stage	<u>ELG</u> 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.		<u>Skills from 40-60 months (Development matters)</u> Looks closely at similarities, differences, patterns and change.			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Subject content	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 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 knowledge, understanding and skills to enhance their locational and place knowledge.			
Locational knowledge	Name and locate the world's seven continents Name, locate the four countries and capital cities of the United Kingdom Learn names of some places within/around the UK.	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 Locate and name on UK map major features Find land/sea on globe.	Locate the world's countries, using maps 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. Locate places on larger scale maps Follow a route on a map with some accuracy. (e.g. orienteering) Use large scale OS maps. Begin to use map sites on internet.	Locate the world's countries, using maps to focus on Europe (including the location of Russia), 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). Locate places on large scale maps, Use OS maps. Use map sites on internet.	Locate the world's countries, using maps to focus on 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. Use medium scale land ranger OS maps. Find/recognise places on maps of different scales. Select a map for a specific purpose. Begin to use atlases to find out about other features of places.	Understand how some aspects of geographical regions and their human and physical characteristics 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) Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently Begin to use 6 figure grid refs; use latitude and longitude on atlas maps. Locate places on a world map. Use atlases to find out about other features of places.



Meriden C of E Primary School - National Curriculum for Geography by Year Group

Place knowledge	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom Teacher led enquiries, to ask and respond to simple closed questions. Use information books/pictures as sources of information. Investigate their surroundings Make observations about where things are e.g. within school or local area.	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 Children encouraged to ask simple geographical questions; Where is it? What's it like? Use NF books, stories, maps, pictures/photos and internet as sources of information. Investigate their surroundings Make appropriate observations about why things happen. Make simple comparisons between features of different places.	Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom Begin to ask/initiate geographical questions. Use NF books, stories, atlases, pictures/photos and internet as sources of information. Investigate places and themes at more than one scale Begin to collect and record evidence aided Analyse evidence and begin to draw conclusions e.g. make comparisons between two locations using photos/pictures, temperatures in different locations.	Understand geographical similarities and differences through the study of human and physical geography of a region of a European country, Ask and respond to questions and offer their own ideas. Extend to satellite images, aerial photographs Investigate places and themes at more than one scale Collect and record evidence with some aid Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps	Understand geographical similarities and differences through the study of human and physical geography of a region within North or South America Begin to suggest questions for investigating Begin to use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions eg compare historical maps of varying scales eg temperature of various locations - influence on people/everyday life	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 Suggest questions for investigating Use primary and secondary sources of evidence in their investigations. Investigate places with more emphasis on the larger scale; contrasting and distant places Collect and record evidence unaided Analyse evidence and draw conclusions e.g. from field work data on land use comparing land use/temperature, look at patterns and explain reasons behind it
-------------------------------	---	---	--	---	--	--



Meriden C of E Primary School - National Curriculum for Geography by Year Group

Human and physical geography	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	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	Describe and understand key aspects of: Physical geography, including: rivers, mountains, and the water cycle Human geography, including: types of settlement and land use.	Describe and understand key aspects of: Physical geography, including: climate zones Human geography, including: types of settlement and land use	Describe and understand key aspects of: Physical geography, including: biomes and vegetation belts, mountains, Human geography, including: economic activity including trade links	Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes Human geography, including: the distribution of natural resources including energy, food, minerals and water
--	---	--	--	--	---	--



Meriden C of E Primary School - National Curriculum for Geography by Year Group

Geographical skills and fieldwork	Use world maps, atlases and globes to identify the United Kingdom and its countries Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features Use simple fieldwork and observational skills to study the geography of their school and its grounds FIELD SKETCHING Draw simple features they observe in their familiar environment. Add colour and textures to prepared sketches MEASUREMENT Use everyday language to describe features eg <i>bigger, smaller than.</i>	Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage Use simple compass directions and directional language to describe the location of features and routes on a map Devise a simple map; and use and construct basic symbols in a key Study key human and physical features of its surrounding environment. FIELD SKETCHING Draw an outline of simple features they observe. Add colour, texture and detail to prepared field sketches. Join labels to correct features. MEASUREMENT Use everyday non-standard units eg <i>hands for length.</i>		Use maps, atlases, and globes to locate countries and describe features studied Use fieldwork to observe, measure, record and present the human and physical features in the local area FIELD SKETCHING Draw a sketch of a simple feature from observation or photo. Add colour, texture and detail to own field sketches. Add title and descriptive labels with help MEASUREMENT Use everyday standard and non-standard units occasionally	Use maps, atlases, and globes to locate countries and describe features studied Use the eight points of a compass, four and six-figure grid references, symbols 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 methods, including sketch maps FIELD SKETCHING Pick out the key lines and features of a view in the field using a viewfinder to help. Annotate their sketch with descriptive and explanatory labels. Add title, location and direction to sketch. MEASUREMENT Use easy to read instruments <i>E.g. rain gauge or metre tape.</i>	Use 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, FIELD SKETCHING Evaluate their sketch against criteria and improve it. Use sketches as evidence in an investigation. MEASUREMENT Select and use a range of measuring instruments in investigations.	Use digital/computer mapping to locate countries and describe features studied 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. FIELD SKETCHING Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns. MEASUREMENT Select and use a range of measuring instruments in investigations.



Meriden C of E Primary School - National Curriculum for Geography by Year Group

				Count up to 100 <i>eg. for a traffic survey they cross number on a hundred square for each vehicle.</i>	Count and record different types at the same time using a tally <i>E.g. counting types of shops.</i>	Design own census, pilot, with help, and evaluate it.	Design own census, pilot and evaluate it.
				Begin to organise recordings.	Organise results in a spreadsheet.		
	MAP SKILLS Follow directions (Up, down, left/right, forwards/backwards) Draw picture maps of imaginary places and from stories. Use own symbols on imaginary map. Use a simple picture map to move around the school; Recognise that it is about a place. Draw around objects to make a plan.	MAP SKILLS Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph) Understand the need for a key. Use symbols to make a simple key. Follow a route on a map. Use and make a plan view. Begin to spatially Use large scale OS maps.	MAP SKILLS Use 4 compass points to follow/give directions: Use letter/no. co-ordinates to locate features on a map. make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Know why a key is needed. Use standard symbols. Begin to match boundaries Begin to draw a sketch map from a high view point. Begin to identify points on maps A,B and C	MAP SKILLS Begin to use 8 compass points; Use letter/no. co-ordinates to locate features on a map confidently Make a map of a short route experienced, with features in correct order; Make a simple scale drawing. Begin to recognise symbols on an OS map. Follow a route on a large scale map. Draw a sketch map from a high view point. Begin to identify significant places and environments	MAP SKILLS Begin to use 4 figure co-ordinates to locate features on a map. Begin to draw a variety of thematic maps based on their own data. Draw a sketch map using symbols and a key; Use/recognise OS map symbols. Compare maps with aerial photographs. Measure straight line distance on a plan. Draw a plan view map with some accuracy. Identify significant places and environments	MAP SKILLS Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity. Use/recognise OS map symbols; Use atlas symbols. Follow a short route on an OS map. Describe features shown on OS map. Use a scale to measure distances. Draw/use maps and plans at a range of scales. Confidently identify significant places and environments Begin to identify places and environments on maps	