



## KS1-KS2 Geography Objective Overview (2016-17)

### Purpose of study:

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

### Overarching aims:

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### 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

## 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 knowledge, understanding and skills to enhance their locational and place knowledge

	KS1	KS2
<b>Locational knowledge</b>	<ul style="list-style-type: none"> <li>name and locate the world's 7 continents and 5 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>	<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</li> <li>name and locate counties and cities of the United Kingdom</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>
<b>Place knowledge</b>	<p>Understand geographical similarities and differences through studying the human and physical geography of a:</p> <ul style="list-style-type: none"> <li>small area of the United Kingdom</li> <li>small area in a contrasting non-European country</li> </ul>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of:</p> <ul style="list-style-type: none"> <li>a region of the United Kingdom</li> <li>a region in a European country</li> <li>a region within North or South America</li> </ul>
<b>Human &amp; Physical Geography</b>	<p>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</p> <p>Use basic geographical vocabulary to refer to:</p>	<p>Describe and understand key aspects of:</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>

	<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> </ul>		
<b>Skills:</b>	<b>Years 1 &amp; 2</b>	<b>Years 3 &amp; 4</b>	<b>Years 5 &amp; 6</b>
<b>Mapping</b>	<p><b>In KS1 pupils:</b></p> <ul style="list-style-type: none"> <li>• Use a range of maps and globes (including picture maps) at different scales</li> <li>• Use vocabulary such as bigger/smaller, near/far</li> <li>• Know that maps give information about places in the world (where/what?)</li> <li>• Locate land and sea on maps</li> <li>• Use large scale maps and aerial photos of the school and local area</li> <li>• Recognise simple features on maps eg buildings, roads and fields</li> <li>• Follow a route on a map starting with a picture map of the school</li> <li>• Recognise that maps need titles</li> <li>• Recognise landmarks and basic human features on aerial photos</li> <li>• Know which direction is North on an OS map</li> <li>• Draw a simple map eg of a garden, route map, place in a story</li> <li>• Use and construct basic symbols in a map key</li> <li>• Know that symbols mean something on maps</li> <li>• Find a given OS symbol on a map with support</li> <li>• Begin to realise why maps need a key</li> </ul>	<p><b>In lower KS2 pupils:</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of maps (including digital), atlases and globes to locate countries and features studied</li> <li>• Use maps and diagrams from a range of publications eg holiday brochures, leaflets, town plans</li> <li>• Use maps at more than one scale</li> <li>• Recognise that larger scale maps cover less area</li> <li>• Make and use simple route maps</li> <li>• Recognise patterns on maps and begin to explain what they show</li> <li>• Use the index and contents page of atlases</li> <li>• Label maps with titles to show their purpose</li> <li>• Recognise that contours show height and slope</li> <li>• Use 4 figure coordinates to locate features on maps</li> <li>• Create maps of small areas with features in the correct place</li> <li>• Use plan views</li> <li>• Recognise some standard OS symbols</li> </ul>	<p><b>In upper KS2 pupils:</b></p> <ul style="list-style-type: none"> <li>• Use a wide range of maps, atlases, globes and digital maps to locate countries and features studied.</li> <li>• Relate different maps to each other and to aerial photos</li> <li>• Begin to understand the differences between maps eg Google maps vs Google Earth, and OS maps</li> <li>• Choose the most appropriate map/globe for a specific purpose</li> <li>• Follow routes on maps describing what can be seen</li> <li>• Interpret and use thematic maps</li> <li>• Understand that purpose, scale, symbols and style are related</li> <li>• Recognise different map projections</li> <li>• Identify, describe and interpret relief features on OS maps</li> <li>• Use 6 figure coordinates</li> <li>• Use latitude and longitude in an atlas or on a globe</li> <li>• Create sketch maps using symbols and a key</li> <li>• Use a wider range of OS symbols including 1:50K symbols</li> <li>• Know that different scale OS maps use some different symbols</li> </ul>

	<ul style="list-style-type: none"> <li>• Look down on objects and make a plan eg of the classroom or playground</li> </ul>	<ul style="list-style-type: none"> <li>• Link features on maps to photos and aerial views</li> <li>• Make a simple scaled drawing eg of the classroom</li> <li>• Use a scale bar to calculate some distances</li> <li>• Relate measurement on large scale maps to measurements outside</li> </ul>	<ul style="list-style-type: none"> <li>• Use models and maps to discuss land shape ie contours and slopes</li> <li>• Use the scale bar on maps</li> <li>• Read and compare map scales</li> <li>• Draw measured plans</li> </ul>
<p><b>Fieldwork</b></p>	<p><b>In KS1 pupils:</b></p> <ul style="list-style-type: none"> <li>• Use simple fieldwork techniques such as observation and identification to study the geography of the school and its grounds as well as the key human and physical features of its surrounding environment</li> <li>• Use cameras and audio equipment to record geographical features, changes, differences eg weather, seasons, vegetation, buildings etc.</li> <li>• Use simple compass directions (NSEW)</li> <li>• Use locational and directional language to describe feature and routes eg left/right, forwards and backwards</li> <li>• Use aerial photos and plan perspectives to recognise landmarks and basic human and physical features</li> </ul>	<p><b>In lower KS2 pupils:</b></p> <ul style="list-style-type: none"> <li>• Use the 8 points of a compass</li> <li>• Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices</li> <li>• Make links between features observed in the environment to those on maps and aerial photos</li> </ul>	<p><b>In upper KS2 pupils:</b></p> <ul style="list-style-type: none"> <li>• Use 8 cardinal points to give directions and instructions</li> <li>• Observe, measure and record human and physical features using a range of methods including sketch maps, cameras and other digital technologies eg data loggers to record (eg weather) at different times and in different places</li> <li>• Interpret data collected and present the information in a variety of ways including charts and graphs</li> </ul>
<p><b>Enquiry and investigation</b></p>	<p><b>In KS1 pupils:</b> Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment eg 'What is it like to live in this place?'</p> <p>Investigate through observation and description.</p>	<p><b>In lower KS2 pupils:</b> Ask more searching questions including, 'how?' and, 'why?' as well as, 'where?' and 'what?' when investigating places and processes</p>	<p><b>In upper KS2 pupils:</b> Ask and answer questions that are more causal eg Why is that happening in that place? Could it happen here? What happened in the past to cause that? How is it likely change in the future?</p>

	Recognise differences between their own and others' lives	Make comparisons with their own lives and their own situation.  Show increasing empathy and describe similarities as well as differences.	Make predictions and test simple hypotheses about people and places.
<b>Communication</b>  <b>Communication Cont'd</b>	<p><b>In KS1 pupils:</b> Speak and write about, draw, observe and describe simple geographical concepts such as what they can see where.</p> <p>Notice and describe patterns.</p> <p>Interpret and create meaningful labels and symbols for a range of places both in and outside the classroom.</p> <p>Use basic geographical vocabulary from the PoS (above) as well as to describe specific local geographical features (tube station, canal etc.)</p> <p>Give and follow simple instructions to get from one place to another using positional and directional language such as near, far, left and right.</p> <p>Use maps and other images to talk about everyday life eg where we live, journey to school etc.</p>	<p><b>In lower KS2 pupils:</b> Identify and describe geographical features, processes (changes), and patterns.</p> <p>Use geographical language relating to the physical and human processes detailed in the PoS eg tributary and source when learning about rivers.</p> <p>Communicate geographical information through a range of methods including sketch maps, plans, graphs and presentations.</p> <p>Express opinions and personal views about what they like and don't like about specific geographical features and situations eg a proposed local wind farm.</p>	<p><b>In upper KS2 pupils:</b> Identify and explain increasing complex geographical features, processes (changes), patterns, relationships and ideas.</p> <p>Use more precise geographical language relating to the physical and human processes detailed in the PoS eg tundra, coniferous/deciduous forest when learning about biomes.</p> <p>Communicate geographical information in a variety of ways including through maps, diagrams, numerical and quantitative skills and writing at increasing length.</p> <p>Develop their views and attitudes to critically evaluate responses to local geographical issues or events in the news eg for/against arguments relating to the proposed wind farm.</p>
<b>Use of ICT/technology</b>	<p><b>In KS1 pupils:</b></p> <ul style="list-style-type: none"> <li>• Use simple electronic globes/maps</li> <li>• Do simple searches within specific geographic software</li> <li>• Use a postcode to find a place on a digital map</li> </ul>	<p><b>In lower KS2 pupils:</b></p> <ul style="list-style-type: none"> <li>• Use the zoom facility on digital maps to locate places at different scales</li> </ul>	<p><b>In upper KS2 pupils:</b></p> <ul style="list-style-type: none"> <li>• Use appropriate search facilities when locating places on digital/online maps and websites</li> <li>• Use wider range of labels and measuring tools on digital maps</li> </ul>

	<ul style="list-style-type: none"> <li>• Add simple labels to a digital map</li> <li>• Use the zoom facility of digital maps and understand that zooming in/out means more/less detail can be seen</li> <li>• Use programmable toys or sprites to move around a course/screen following simple directional instructions</li> <li>• Use cameras and audio equipment to record geographical features, changes, differences eg weather/seasons, vegetation, buildings etc.</li> <li>• Describe and label electronic images produced</li> </ul>	<ul style="list-style-type: none"> <li>• Add a range of text and annotations to digital maps to explain features and places</li> <li>• View a range of satellite images</li> <li>• Add photos to digital maps</li> <li>• Draw &amp; follow routes on digital maps</li> <li>• Use presentation/multimedia software to record and explain geographical features and processes</li> <li>• Use spreadsheets, tables and charts to collect and display geographical data</li> <li>• Make use of geography in the news – online reports &amp; websites.</li> </ul>	<ul style="list-style-type: none"> <li>• Start to explain satellite imagery</li> <li>• Use and interpret live data eg weather patterns, location and timing of earthquakes/volcanoes etc</li> <li>• Collect and present data electronically eg through the use of electronic questionnaires/surveys</li> <li>• Communicate geographical information electronically eg multimedia software, webpage, blog, poster or app</li> <li>• Investigate electronic links with schools/children in other places eg email/video communication</li> </ul>
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