

<u>Curriculum objectives</u>	<u>Curriculum aims</u>					
<p><i>To undertake geographical investigations</i></p> <p><i>To develop geographical skills</i></p>	<ol style="list-style-type: none"> 1. 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 2. 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 3. Are competent in the geographical skills needed to: <ul style="list-style-type: none"> • 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) 4. Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 					
<p>To know and understand places</p> <p>To understand geographical patterns and processes</p> <p>To organise and communicate geographical analysis</p>	<table border="1"> <thead> <tr> <th data-bbox="296 598 1587 640" style="text-align: center;"><u>Curriculum content</u></th> <th data-bbox="1587 598 2864 640"></th> </tr> </thead> <tbody> <tr> <td data-bbox="296 640 1587 1896"> <p><u>Key stage 1</u></p> <p>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.</p> <p><u>Locational knowledge</u> 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</p> <p><u>Place knowledge</u> 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</p> <p><u>Human and physical geography</u> 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:</p> <ul style="list-style-type: none"> • 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 <p><u>Geographical skills and fieldwork</u> 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 [for example, 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.</p> </td> <td data-bbox="1587 640 2864 1896"> <p><u>Key stage 2</u></p> <p>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.</p> <p><u>Location knowledge:</u> 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)</p> <p><u>Place knowledge:</u> 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</p> <p><u>Human and physical geography:</u> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • 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 <p><u>Geographical skills and fieldwork:</u> 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, 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.</p> </td> </tr> </tbody> </table>		<u>Curriculum content</u>		<p><u>Key stage 1</u></p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality. 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Year groups	<u>To locate places</u> Locational knowledge –General geographical knowledge, position & significance, UK and global	<u>To understand places and the geographical patterns and processes</u> Place knowledge – Compare and contrast Human and physical – Local and global scales	<u>To organise and communicate geographically</u> Geographic skills – Mapping, fieldwork, vocabulary
EYFS	<ul style="list-style-type: none"> I can name places in the school grounds (grass, gate, playground) I can talk about places in the local area. I can locate items (next to, behind). I can ask simple questions about the location I am in. 	<ul style="list-style-type: none"> I can name where I live. I can talk about my immediate environment. I can say how some environments are the same or different to each other. I can use my senses when exploring the natural world. I can recognise the features of places visited (farm, school, park). I can recognise the main types of weather (rain, sunshine, wind). I can care for living things and the environment. 	<ul style="list-style-type: none"> I can observe features around school. I can begin to use simple vocabulary, house, road, school to talk about a location. I can look at photographs of places. I can follow simple directions (stand up, sit down, forwards, backwards). I can use objects found outside to create a map. (stick represents house, leaf represents road) I can draw simple 2D pictures of a location and talk about my drawing I can talk about the things I like and don't like in the school environment.
KS1			
	<i>Children will have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world</i>	<i>Show understanding by describing the places and features they study using simple geographical vocabulary, identifying some similarities and differences and simple patterns in the environment.</i>	<i>Be able to investigate places and environments by asking and answering simple questions, making observations and using sources such as simple maps, atlases, globes images and aerial photographs.</i>
Year 1	<ul style="list-style-type: none"> I can name and locate England and Wolverhampton. I can name and locate the world's seven continents and five oceans. I can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom. I can name and locate the UK's surrounding seas. 	<ul style="list-style-type: none"> I can identify and describe land use around the school and the local area (physical/human). I can identify and describe the key features of a location in order to say whether it is a city, town or village. I can locate the location of hot and cold areas of the world. I can use simple geographical vocabulary to refer to: <ul style="list-style-type: none"> Physical geography, including: forest, hill, sea, ocean, river, soil, valley, weather Human geography, including: city, town, house, office, shop. 	<ul style="list-style-type: none"> I can use age appropriate world maps, atlases and globes to identify the UK and its countries. I can use world maps, atlases and globes to identify the countries, continents and oceans studied. I can use locational language (e.g. near and far) to describe the location of features and routes on a map. I can create a simple map of my school grounds. I can use aerial photographs to recognise landmarks and basic human and physical features. I can use simple fieldwork to identify key features and use observational skills to study the geography of the school and its grounds. I can ask and answer simple geographical questions.
Year 2	<ul style="list-style-type: none"> I can name and locate key countries and areas studied at this key stage (UK and Jamaica). 	<ul style="list-style-type: none"> I can identify seasonal daily weather patterns in the United Kingdom. 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the countries studied

	<ul style="list-style-type: none"> • I can name and locate India on a world map/atlas. • I can name and locate on a map the seaside town studied. 	<ul style="list-style-type: none"> • I can identify the hot and cold areas of the world in relation to the equator and the North and South Poles. • I can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country (India). • I can identify and describe the key features of a location in order to say whether it is a city, town or village, coastal or rural area. • I can use simple geographical vocabulary to refer to: <ul style="list-style-type: none"> - Physical geography, including: beach, cliff, coast, mountain, sea, ocean, river, vegetation, season and weather - Human geography, including: factory, farm, port and harbour, village 	<ul style="list-style-type: none"> • I can use compass directions (North, South, East and West). • I can devise a simple map, using and constructing basic symbols in a key. • I can ask and answer simple questions when investigating different places and environments. • I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. • I can use simple grid references (A1, B1). • I can use simple fieldwork and observational skills to study the geography of the school (weather).
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LKS2

	<p><i>Have begun to develop a framework of world locational knowledge, including knowledge of places in the local area, UK and wider world, and some globally significant physical and human features</i></p>	<p><i>Demonstrate their knowledge and understanding of the wider world by investigating places beyond their immediate surroundings, including human and physical features and patterns, how places change and some links between people and environments. They become more adept at comparing place and understand some reason for similarities and differences.</i></p>	<p><i>Be able to investigate places and environments by asking and responding to geographical questions, making observations and using sources such as maps, atlases, globes, images, and aerial photographs. They can express their opinions and recognise that others may think differently.</i></p>
<p>Year 3</p>	<ul style="list-style-type: none"> • I can name and locate counties and major cities of the United Kingdom. • I can name and locate the UK's geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts, rivers) and land-use patterns. • I can locate the main countries of Europe (including the location of Russia) and identify the major capital cities. • I can identify Europe's environmental regions and key physical and human characteristics. • I can locate Italy and the city of Pompeii and 'L'Aquila. 	<ul style="list-style-type: none"> • I can compare two local locations and compare the similarities and differences (land use, settlements, physical features) • I can understand the geographical similarities and differences between a region of the UK and a region within Europe. • I can describe and understand key aspects of physical geography: volcanoes, earthquakes and how these might have changed over time. • I can describe and understand key aspects of human geography: settlements and land use. 	<ul style="list-style-type: none"> • I can use age appropriate maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • I can use the eight points of a compass to communicate knowledge of the United Kingdom. • I can use four-figure grid references, symbols and keys (OS maps). • I can use symbols and a key to devise a map or represent on a map. • I can 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.

			<ul style="list-style-type: none"> I can ask and answer geographical questions about the physical and human characteristics of a location.
Year 4	<ul style="list-style-type: none"> I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. I can identify Europe's environmental regions and key physical and human characteristics. I can locate South America and some of its countries (including major cities and human and physical characteristics). I can locate Africa and some of its countries (including major cities and human and physical characteristics). 	<ul style="list-style-type: none"> I can understand the 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 (weather/flooding). I can describe and understand key aspects of physical geography: the water cycle, vegetation and climate zones and how these might have changed over time. I can describe some links between people and the environment. I can understand the geographical similarities and differences between a region of the UK and a region within South America (Amazon). 	<ul style="list-style-type: none"> I can use age appropriate maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can use the eight points of a compass to communicate knowledge of the United Kingdom and the wider world. I can express my own views by responding to questions about locations and accept others have different opinions.
<u>UKS2</u>			
	<i>Have a more detailed and extensive framework of knowledge of the world, including globally significant physical and human features and places in the news.</i>	<i>Understand in some detail what a number of places are like, how and why they are similar and different, and how and why they are changing. Know about spatial patterns in physical and human geography, the conditions which influence those patterns, and the processes which lead to change. Show some understanding of the links between, places people and environments.</i>	<i>Be able to carry out investigations using a range of geographical questions, skills and sources of information including a variety of maps, graphs and images. They can express and explain their opinions and recognise why others may have different points of views.</i>
Year 5	<ul style="list-style-type: none"> I can identify the position and describe the geographical significance of latitude, longitude, the Prime/Greenwich Meridian and time zones (including day and night). I can identify how land use in the local area has changed over time and give reason for this. I can locate North America and some of its countries (including major cities and human and physical characteristics). 	<ul style="list-style-type: none"> I can describe and understand key aspects of physical geography: biomes, and understand how and why these might change. I can describe how Wolverhampton has changed over time. I can describe and understand key aspects of human geography: settlements, land use and understand how and why these might change. I can describe links between people, places and the environment. 	<ul style="list-style-type: none"> I can use a range of fieldwork techniques for collecting data. I can collect and analyse statistics and other information in order to draw clear conclusions about locations. I can create maps of locations identifying patterns (land use). I can use a range of geographical resources (including digital mapping) to give detailed descriptions and opinions of the characteristic features of a location. I can explain my own views about locations, giving reasons and begin to recognise why others might have different opinions. I can use the eight points of a compass to confidently communicate knowledge of the United Kingdom and the wider world.

		<ul style="list-style-type: none"> I can understand the geographical similarities and differences between a region of the UK and a region within North America. 	<ul style="list-style-type: none"> I can use six-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the wider world.
Year 6	<ul style="list-style-type: none"> I can use maps/atlases/digital technology to identify the countries that have land borders with the UK, a European country and a Non-European country. I can locate key physical and human characteristics of the countries studied. I can locate the position of some rivers and mountains across a region of Europe and the UK and land-use patterns associated with them over time. 	<ul style="list-style-type: none"> I can understand and describe the geographical similarities and differences between a study between UK, France and China (human geography) I can describe and understand key aspects of human geography: land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies and understand how and why these might change. I can describe how countries and geographical regions are interconnected and interdependent. I can understand the geographical similarities and differences between a region of the UK and a region within Europe (rivers/mountains). I can describe and understand key aspects of physical geography: rivers and mountains and understand how and why these might change. 	<ul style="list-style-type: none"> I can collect, analyse and present quantitative data in charts and graphs. I can use a range of fieldwork techniques to collect data and analyse and present my findings. I can use a range of geographical resources (including digital mapping) to give detailed descriptions and opinions of the characteristic features of a location. I can explain my own views about locations, giving reasons and begin to recognise why others might have different opinions.