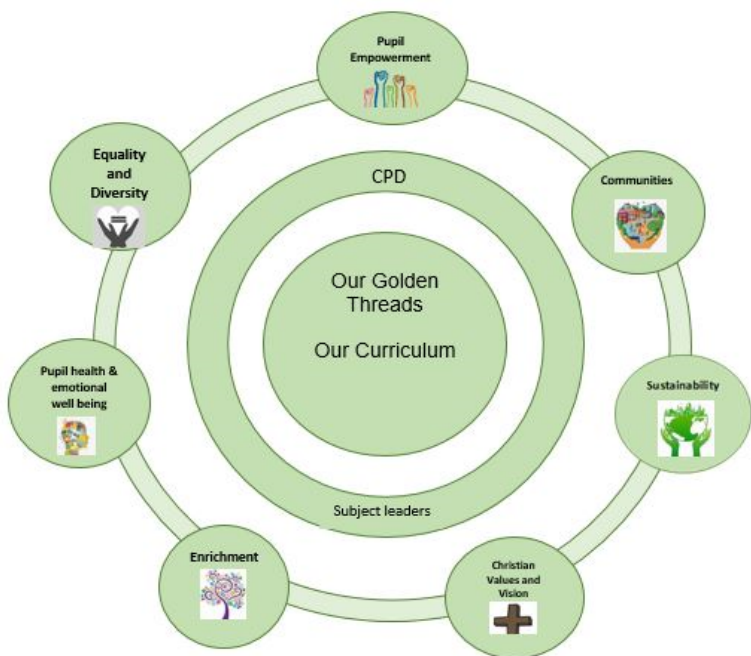


Kenn C of E Primary

Curriculum Design for Geography



Geography INTENT

Through the teaching of geographical skills, knowledge and understanding of the National Curriculum, we provide high- quality geography education which inspires pupils' curiosity and fascination with the world and the people who live in it. Geography is an exciting, relevant subject, which can be seen in action in the daily lives of our pupils. There are many cross-curricular links to ensure pupils are able to see their subject in the context of themselves, their community and the wider world. We recognise the importance of our children having a knowledge and understanding of the wider world, to broaden their horizons and to recognise and appreciate a life and opportunities outside of Kenn. Throughout the curriculum, we aim to develop knowledge and skills that are progressive and transferrable not just throughout their time at Kenn, but beyond into further education and the world of work. Being mindful of the school's priority to have high aspirations for all pupils and wishing to promote our values, we use our local area and local geography to show that everyone, no matter what their background, is able to achieve their goals and dreams. The national curriculum has been carefully divided into long term plans with an emphasis on our local area, in order to promote enthusiasm for geography and to support the needs of our pupils. Our long term plans set out objectives that link and build on prior knowledge and understanding. The teaching of geographical vocabulary is continually embedded, reinforced and revisited throughout all lessons, as our geography flows through other curriculum subjects.

Geography IMPLEMENTATION

At Kenn Primary School, Geography is taught in half-termly blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics throughout each year group across the school. In Class 1, children begin to use maps and recognise physical and human features to do with the local area, building to using maps to explore the continents and oceans of the world. In Class 2 children will begin to compare where they live to places outside of Europe and ask and answer geographical questions. As children progress through Classes 3 and 4, map skills are developed further using digital maps, more keys and symbols and children begin to use more fieldwork skills. Through revisiting and consolidating skills, children build on prior knowledge alongside introducing new skills and challenges. All children expand on their skills in local knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. During their time at Kenn, all children have a range of opportunities to experience geography through practical engaging tasks beyond the classroom.

Our Christian Vision

Our teaching of Geography will contribute towards our Christian vision: 'Sowing the seeds of Kindness, Courage and Faith in God's Good Ground'. We will achieve this by encouraging accountable, courageous and responsible activity towards the local area and the planet. Through the study of Geography we aim to broaden the horizons and provide opportunities to discover and experience a range of cultures, places and physical/human factors which influence our changing world. This in turn will inspire them to think about their own place in the world, their values and their rights and responsibilities to help other people and the environment.

Meeting the needs of our disadvantaged children, including Children Looked After, those eligible for Pupil Premium funding and those with SEND

At Kenn Primary School we are committed to promoting equal opportunities irrespective of socioeconomic background, gender, disability and ethnicity in all areas of the curriculum. We believe all children should have access to the learning of Geography and to be supported in this process. To that end we teach Geography to all children. Geography forms part of the school's commitment to providing a broad and balanced education to all children. Through our teaching of Geography, we provide learning opportunities that enable all children to make progress. We do this by setting suitable learning challenges and responding to each child's different needs, making adaptations to the lessons being taught as necessary. Teachers deliver content and provide scaffolding for individuals through a range of resources and IT equipment. Children are encouraged to work independently, in pairs and in groups. All pupils experience trips, visits and visitors giving our disadvantaged children the enrichment opportunities they need to develop their depth of understanding, apply their knowledge and broaden their vocabulary.

Geography IMPACT

By the end of their time at Kenn Primary school the pupils should have developed: Across the school year, lesson observations and learning walks take place and evidence that teachers provide a broad and balanced geography curriculum. Teachers are using the rolling programme and progression of skills documents to ensure children's prior knowledge is taken into account and developed upon. Book scrutinies show that children can demonstrate that they are acquiring the key knowledge and skills within our rolling programme. Pupil voice reflects the growing geographical understanding, use of vocabulary and enthusiasm of geography, alongside showing that pupils are developing a locational awareness. At the end of the year, teachers will use their judgements to grade the children on the geography work they have completed. This data will be analysed by the humanities lead and further CPD may be put in place if necessary. Analysis by the subject leader enables a consistent approach to geography teaching across the school and this is supported through monitoring of children's books, pupil conferencing and through termly conversations with pupils.

Important to note

Although much of this document is completed there are still many aspects of it that are still being developed. The aim of this document is to have the facts, knowledge and skills clearly mapped out for teachers to implement in their classrooms.

What Geography is taught at Kenn?

This is an overview of what the year groups will cover in our 2-year rolling programme.

EYFS

Class 1 (Foundation)						
Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Wonderful me Understanding the past - myself	Sparkle & Shine Understanding the past - families	Winter Wonderland Understanding the past - transport	Into the woods Understanding the past – animals in history	Ticket to Ride Understanding the past - objects	Beside the seaside Understanding the past – our area
Substantive Knowledge						
Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Enquiry	Wonderful Me Understand the past - myself	Celebrations Understand the past - families	Gruffalo and Friends Understand the past – animals in history	Spring has sprung Understand the past – the world around us	Magic & Mystery Understand the past - objects	Mini Madness Ugly Bug Ball Understand the past – our environment
Substantive Knowledge						

Early Years Foundation Stage






The statements that are applicable to the development of children's geographical understanding and knowledge are drawn from Understanding the World and The natural world where children are guided to make sense of their physical world and their community, and Mathematics, where children's positional language and descriptions of routes and locations is progressed.

Knowledge Skills and Understanding Break Down for Geography
Foundation Stage <ul style="list-style-type: none"> All year children will explore the natural world around them, making observations. They will recognise some environments that are different to the one in which they live. They will understand important process and changes like the seasons and weather. Geography in the EYFS focuses on the development are of Understanding the World. In the EYFS children are given opportunities throughout the year within their continuous provision to explore, ask and answer questions about the immediate environment, local area, school grounds, family, local community, seasons, and weather. They will talk about members of their immediate family and community. In the EYFS understanding of the World is developed through the year and revisited in line with children's interest and learning needs. Planning is flexible and where links can be made to the wider world, discussion of space, place and people should be made. The children will be introduced to the wider world around them through key teaching of space, place, and people and through further exploration begin to offer thoughts and ideas and recognise similarities and differences between life in their country and life in other countries. Children will be given opportunities to develop understanding of key skills such as early map reading and develop their own journey maps that encourage key geographical vocabulary.

KS1

Class 2 (Y1/2)			
Cycle A	Autumn	Spring	Summer
Enquiry	How is South Africa different to where we live?	Would you like to live in a big city?	What do tourists do when they visit Dawlish
Key questions	Name and locate the world's seven continents and oceans. Locate South Africa. What are the key physical and human features of South Africa? What is the climate like there and how does it compare to the UK's climate?	Locate 4 countries of the UK and their capital cities and it's surrounding seas. Recap the worl'd seven continents and oceans. Locate Shanghai on the map. Which continent is it in? What are the human and physical features of London/Shanghai? How does London compare to Shanghai? What is a city? What is a town? What are the human/physical features? Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Compare weather patterns in London compared to Shanghai.	What physical geography can we find in Dawlish? Why do people visit Dawlish? How have humans changed Dawlish?
Vocabulary	<i>Africa, Australia, North America, South America, Europe, Asia, continent, sea, ocean, Pacific ocean, Atlantic ocean, country, flag, mountain, plateau, beach, grassland, desert, forest, climate, weather</i>	<i>Africa, Australia, North America, South America, Europe, Asia, continent, sea, ocean, Pacific ocean, Atlantic ocean, China, architecture, fishing, city, Yangtze river, estuary, coastal, port, highway, metro, population, climate, weather, Buddhism</i>	<i>sea, ocean, beach, pebbles, sand, cliff, railway, river, Exe estuary, fields, tourists, arcade, amusements, fairground, park, flood barrier, erosion, flooding</i>
Cycle B	Autumn	Spring	Summer
Enquiry	How have humans changed our local area?	Would you rather live in a hot country or a cool country?	What are Kenn's well known landmarks?
Key questions	Use aerial maps (google satellite view) to recognise landmarks and basic human and physical features. (school building, playground, field, allotment) Draw a simple map of school grounds. Use and construct basic symbols in a key. Use simple observational skills to study the geography of the school and its ground. Use simple compass directions and locational and directional language to describe the location and features and routes on the map. Discuss simple things can we do to look after the school environment.	Where is Australia? What continent is it it? What are the surrounding seas/oceans? Where is Sydney? What is the landscape like around Sydney? What are the houses like in Sydney? Are there any famous landmarks? What is the weather like there? How do these things compare to the UK? Locate seven continents and five oceans. Locate Australia on a map. Locate main cities including Sydney. Look at main geographical and physical features of Sydney. Compare these to UK Compare climate to the UK Discuss where Sydney is in comparison to the South/North Pole and the Equator.	What is the landscape around my local area like? What do people think of my local area? What are the habitats in my local area? What are the rivers in my local area like? What are the houses in my local area like? What traffic passes through my local area? What is the weather in my local area? Use aerial photos and maps to recognise landmarks and basic human and physical features. Devise a simple map and use basic symbols in a key. Children to take pictures during fieldwork. Match up aerial maps to real photos. Use simple compass directions and locational and directional language to describe the location and features and routes on a map.
Vocabulary	weather, city, continent, oceans, island, countries, coast, river, earth, forest, trade, country, county, environment, location, aerial map, atlas, globe, compass, North, East, South, West, left, right, routes, symbols, landmark, fieldwork, observational skills, human features, physical features, weather, Equator, North Pole, Sole Pole, beach, cliff, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour, shop		






Class 2 (Y1/2)

Class 2 (Y1/2)				
 location knowledge	 place knowledge	 human features	 physical features	 skills and fieldwork
<p>Name and locate the world's 7 continents and 5 oceans, understanding the terms 'continent' and 'sea'.</p> <p>Name, locate and identify characteristics of the four countries and capital cities in the United Kingdom and it's surrounding seas.</p> <p>Identify hot and cold areas in the world and begin to understand climate in simple terms, e.g, consider what they might wear.</p>	<p>Use simple geographical vocabulary to describe the physical and human features. Understand similarities and differences of human and physical geography in different areas. Consider geographical questions, e.g, what is it like to live in this place? Where is this place? How has it changed?</p>	<p>Recognise human features on an aerial photograph or simple map, showing an awareness that objects look different from above. Explain how the jobs people do may be different in different parts of the world. Use basic vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>Name the four seasons and describe the typical weather conditions for each. (Cycle A and daily discussion about the weather) Recognise simple physical features on an aerial photograph or simple map, showing an awareness that objects look different from above. Locate the Equator and North and South Poles and explain how the weather affects these areas. Use basic vocabulary to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p>	<p>Observe and record in different ways.. Communicate in different ways and use information texts and the web to gather information about the world's human and physical geography e.g, pictures, pictograms, simple maps, camera, sketches and labelled diagrams. Keep a weather chart and answer questions about the weather (daily) Use maps, pictures and stories to find out about different places. Compare two settlements. Use maps, atlases and globes to identify the UK and other countries and oceans. Devise a simple map and construct basic symbols in a key. Use simple compass directions and locational and directional language. Use simple fieldwork and observational skills to study the geography of their school and its grounds and they key human and physical features of its surrounding environment.</p>

KS2






Class 3 (Yr 3/4)			
Cycle A	Autumn	Spring	Summer
Enquiry	Are all rainforests near the equator?	Tour of Britain	Why did Bronze Age settlers choose Grimpspound?
Key questions	<p>What is a biome? What are climate zones? How is climate change impacting the rainforest? What is the equator, Tropics of Cancer, Capricorn? What are some of the famous rainforests of the world? What does each layer of the rainforest provide and why is it important?</p>	<p>What countries make up the UK. Where in the world is the UK? What are the capital cities of the UK? What is the climate like in the UK?</p> <p>Use atlases to locate 4 countries of the UK, which continent and surrounding seas. Examine UK population changes and causes over the years. Compare rivers and seas of the UK Compare advantages and disadvantages of rural and urban areas of the UK Examine the 4 seasons in the UK.</p>	<p>How have settlements changed over time? Why do people settle in certain places?</p> <p>Locate Bronze Age settlement of Grimpspound on Dartmoor using OS map 6 figure grid reference. Learn about OS map symbols.</p>
Vocabulary	rainforest, layer, canopy, indigenous, crop, trade, tribe, equator, climate, emergent, understorey, forest floor, adaptation, tropical, sustainability, deforestation	England, Northern Ireland, Wales, Scotland, Union Jack, North sea, the Channel, London, Cardiff, Belfast, Edinburgh, seasons, winter, spring, Summer, Autumn, population, immigration	settlement, river, hill, valley, ford, forest, sea, village, town, city
Cycle B	Autumn	Spring	Summer
Enquiry	How do biomes and vegetation belts in Kenya compare to Devon?	Why are there no earthquakes or volcanoes in the UK?	Why do people settle near rivers?
Key questions	<p>What is a biome? What are climate zones? What biomes do we find in Kenya? How is climate change impacting the biomes in Kenya? What is the equator, Tropics of Cancer, Capricorn? How are the people of Kenya dealing with the changes in climate? How do they conserve water? How is the landscape changing? What are the main physical and human geography in Kenya?</p> <p>Locate Africa and Kenya and the major cities on a map. Note the position of Kenya compared to the equator and the Tropics of Cancer/Capricorn Compare Kenyan human and physical geography to that of the UK. Examine the climate and biomes of Kenya.</p>	<p>Locate volcanoes and earthquake zones around the world (ring of Fire) Look in particular at Vesuvius and Italy. Locate Italy on the world map. Which continent is it in? Look at the structure of the earth and the different layers and how this relates to the formation of volcanoes and earthquakes. Look at the different types of volcanoes. What are the benefits of living near a volcano?</p>	<p>Focus on the river Nile – link to ancient Egyptians. Locate the river Nile, Egypt and Africa on a map. Look at the reasons why people settle near rivers. Hydro electric power, dams Look at the importance of the Nile Delta What happens to a river between the source and the mouth? Follow the route of the river on a map - What do you notice about the river? Does it follow a straight line? What shapes and features can they see? Which ocean does it flow into?</p>
Vocabulary	biome, climate zone, savannah, desert, rainforest, sustainability, conserve, Tropic of Cancer, Tropic of Capricorn, equator, latitude, longitude,	earth, volcano, layer, inner core, outer core, mantle, crust, tectonic plate, composite, cinder cone, lava, magma, active, dormant, extinct, shield, crater, eruption, fertile, geothermal, tourism, Vesuvius, gas cloud	river, source, upper course, waterfalls, middle course, meander, tributaries, lower course, river mouth, delta, Egypt, Nile, Africa,

Class 3/4

Class 3/4				
 <p>location knowledge</p>	 <p>place knowledge</p>	 <p>human features</p>	 <p>physical features</p>	 <p>skills and fieldwork</p>
<p>Locate the world's countries, using maps. Name and locate counties and cities of the United Kingdom. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Locate volcanoes and earthquakes around the world. Identify and locate Italy, Costa Rica, Dartmoor, Egypt, Kenya, Africa,</p>	<p>Understand the similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America. Use geographical vocabulary. Locate and explain the significance of the Northern and Southern hemispheres. Carry out research to discover and compare the differences of features in village and cities. Explain why people are attracted to living in cities. Explain why people are attracted to living in villages. Identify changes in the local and global environment.</p>	<p>Describe and understand key aspects of 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. Use technical and geological vocabulary to describe human features. Identify and explain different views of people including themselves. Describe and compare different features of a place, offering explanations for the locations for some of these features. Provide a reasonable explanation for features in relation to location. Describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there. Identify how people damage and improve the environment.</p>	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Use technical and geological vocabulary to describe physical features. Understand the concept of biome, vegetation belt and climate zones.</p>	<p>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 to build their knowledge of the UK 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. Analyse evidence and draw conclusions. Hold geographical debate and explain different views of people including themselves. Communicate in ways appropriate to ask and audience. Ask geographical questions.</p>

Class 4 (Y5/6)			
Cycle A	Autumn	Spring	Summer
Enquiry	How does South America compare to the UK?	What are North America's most important human features?	How have humans changed the coastline?
Key questions	<p>Look at the human/physical geography of South America using maps, satellite images, books and travel brochures and compare it with the UK.</p> <p>Locate Peru, Machu Picchu, South America on maps.</p> <p>What climate zone is Machu Picchu in?</p> <p>What biomes are there in Peru?</p> <p>How did Mayan farmers know where and when to plant crops? (Inspire Education)</p> <p>How has human activity impacted the physical features of Peru?</p> <p>Describe the locations of Mayan temples using 4 or 6 figure grid reference maps. (Inspire Education)</p>	<p>Locate North America and some its countries on various maps.</p> <p>What are the surrounding seas?</p> <p>What is the latitude and longitude of some of its countries.</p> <p>Locate North and South Pole.</p> <p>Explore North America's human features and decide why these are important to the country's exports, business and everyday use.</p>	<p>Local study – coasts</p> <p>Locate Teignmouth on map, Use 6 figure grid ref to locate significant human and physical geographical sites of interest. Locate surrounding seas and rivers.</p> <p>Research different types of flood defence in place in and around Teignmouth and the rest of the UK.</p> <p>How has the physical and human geography of Teignmouth changed over time?</p> <p>Describe how erosion changes rocks.</p>
Vocabulary	<i>South America, Maya, Peru, Machu Pichu, crops, temples, biome, climate latitude, longitude, equator, Tropic of Cancer, Tropic of Capricorn,</i>	<i>latitude, longitude, port, harbour, North Pole, South Pole, trade, business, export, import</i>	<i>weathering, erosion, coastal, hills, mountains, rivers, estuary, deposition, development, regeneration, landscape, protection</i>
Cycle B	Autumn	Spring	Summer
Enquiry	Where would you rather live? Exeter or London?	How do we use our marvellous maps?	How did trade get global?
Key questions	<p>Locate London and Exeter on a map and compare the different types of settlements and landmarks of the two cities.</p> <p>What are the differences between the river Exe and the Thames?</p> <p>What is the source and the mouth of each river?</p> <p>Follow each river on a map. How does it change? Does it run in a straight line? What landscape does it run through? What sea does it flow into?</p> <p>What are the uses of rivers?</p> <p>How has the use of each river changed over time?</p>	<p>Find the correct page in an atlas by using the index.</p> <p>Explain why maps have symbols on them.</p> <p>Recognise some map symbols on an Ordnance Survey map.</p> <p>Give co-ordinates by going across first and then up.</p> <p>Find a location from four-figure coordinates.</p> <p>Find differences between photographs of the same location.</p> <p>Find similarities between photographs of the same location.</p> <p>Find differences between maps of the same location</p> <p>Use the 8 points of a compass to describe routes on a map.</p> <p>Use a key to describe features on an Ordnance Survey map.</p> <p>Describe how land use has changed over time</p>	<p>Explain what trade is.</p> <p>Explain the difference between imports and exports</p> <p>List goods imported and exported from UK</p> <p>Name countries the UK imports and exports to</p> <p>List some products that are fairly traded</p> <p>Describe how goods can be the product of more than one country</p> <p>Compare how trade took place in Tudor times compared to modern times</p>
Vocabulary	<i>river, city, capital, cathedral, settlement, mouth, source, tributary, sea, ocean,</i>	<i>co-ordinates, landmarks, Ordnance Survey map, compass, grid reference, key, land use patterns</i>	<i>trade, import, export, fair trade, product, goods, services, buy, sell, global, globalisation, multinational, economy,</i>

Class 4 (Y5/6)

 location knowledge	 place knowledge	 human features	 physical features	 skills and fieldwork
<p>Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Revise counties and cities of the United Kingdom and revise/ locate capital cities of Europe and major cities from around the world. 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) (Cycle A and within some areas of Cycle B) Extend knowledge beyond the local area to include 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>Understand the similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country and a region within North or South America. Use geographical vocabulary. Explain why many cities of the world are situated by rivers and why this makes it an attractive location. Carry out research to discover and compare the differences of features of place (Cycle A and Identify changes in the local and global environment</p>	<p>Describe and understand key aspects of 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. Use technical and geological vocabulary to describe human features. Give an detailed explanation of the different views of people including themselves and give reasons why using evidence Give an extended description of human features of different places around the world and their similarities and differences. Provide a reasonable explanation for features in relation to location. Describe how physical processes have changed the characteristics of a landscape, country or continent and how it can affect the lives and activities of the people living there Identify how people damage and improve the environment</p>	<p>Describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. Use technical and geological vocabulary to describe physical features. Give a detailed explanation of how some places are similar and different in relation to their physical features.</p>	<p>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 to build their knowledge of the UK 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 Analyse evidence and draw conclusions. Hold geographical debate and give detailed explanation of different views of people including themselves using evidence Communicate in ways appropriate to ask and audience. Ask geographical questions Plan our Brunel's route using historical maps of varying scales and taking into account the distance and time. Draw in scale- accurately using scale location information and use a key.</p>

Formative Assessment.

At Kenn Primary School, each unit of work is assessed with a final assessment piece which allows the children to answer their enquiry question using the evidence and sources they have learnt throughout the topic. Formative assessment will take place by the class teacher who will assess the piece against history objectives in the national curriculum and on our Target Tracker, our school's assessment programme. Formative assessment will be fed back to the subject leader. The subject leader will monitor the teaching, learning and assessment of history.

End Points and expectations.

Our history curriculum follows a progression of skills which is organised into the following

By the end of EYFS:

Understanding the world

ELG: People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

ELG: The natural world


- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Contextual world knowledge of locations, places and geographical features		
<i>Demonstrate greater fluency with world knowledge by drawing on increasing breadth and depth of content and contexts</i>		
By the end of Key Stage 1, expectations by age 7, children will:	By the end of Year 4, expectations by age 9, children will:	By the end of Key Stage 2, expectations by age 11, children will build on their prior knowledge and extend this further. Children will:
Have simple locational knowledge about individual places and environments, especially in the local area, but also in the UK and wider world.	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.	Have a more detailed and extensive framework of knowledge of the world, including global significant physical and human features and places in the news.

Understanding of the conditions, processes and interactions that explains features, distribution patterns and changes over time and space		
<i>Extend from the familiar and concrete to the unfamiliar and abstract. Making greater sense of the world by organising and connecting information and ideas about people, places, processes and environments. Working with more complex information about the world, including the relevance of people's attitudes, values and beliefs.</i>		
By the end of Key Stage 1, expectations by age 7, children will:	By the end of Year 4, expectations by age 9, children will:	By the end of Key Stage 2, expectations by age 11, children will build on their prior knowledge and extend this further. Children will:
Show understanding by describing the places and features they study using simple geographical vocabulary, identify some similarities and differences and simple patterns in the environment.	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 places and understand some reasons for similarities and differences.	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. They know about some spatial patterns in physical and human geography, the conditions that influence those patterns, and the processes that lead to change. They show some understanding of the links between places, people and environments.

Competence in geographical enquiry, and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information		
<i>Increasing the range and accuracy of pupils' investigative skills and advancing their ability to select and apply these with increasing independence to geographical enquiry</i>		
By the end of Key Stage 1, expectations by age 7, children will:	By the end of Year 4, expectations by age 9, children will:	By the end of Key Stage 2, expectations by age 11, children will build on their prior knowledge and extend this further. Children will:
Be able to investigate places and environments by asking and answering questions, making observations and using sources such as simple maps, atlases, globes, images and aerial photos	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 photos. They can express their opinions and recognise that others may think differently.	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 view.

Key Skills for Geography Explained

 <p>location knowledge</p>	<p>This includes understanding and knowing the following: The 7 continents of the world. The major oceans and seas. Lines of latitude and longitude. The equator and what lies to the north and south of it and the climates relating to these areas</p>
 <p>place knowledge</p>	<p>This will include knowing information about specific towns, cities, and countries in Europe and the rest of the world</p>
 <p>human features</p>	<p>Human features in Geography are parts of the world's land and seascapes that have been shaped by people. These include: settlements, trade, economic activity and the consequences of human actions such as pollution and CO2 emissions.</p>
 <p>physical features</p>	<p>Physical features in Geography are parts of the world's land and seascapes that have been formed naturally. These include: rivers and mountains</p>
 <p>skills and fieldwork</p>	<p>Using maps (digital and paper), symbols aerial photographs, globes compasses to identify locations, characteristics features and distances between contrasting locations. Conducting investigations to discover more about specific geographical features of an area.</p>