National Curriculum

School: EdisonLearning Ltd

Geography KS1 By the end of the Key Stage

| | **What's the weather like today** | Why do we play with different to | Hello, i am new here... | What can we learn about our w | Starry Night | Why is water so precious? | Where could we go for a great c | **Where did it happen? When d** | Can part y food be healthy? | Pride in Place. | What is the best way for Mrs Ar | Where do Bong trees grow? | What makes us like other anima | How did families have fun in the | How have the ancient Greeks in | Developing a Global Dimension |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Year 1** | Year 1 Term 1 | Year 1 Term 1 | Year 1 Term 2 | Year 1 Term 2 | Year 1 Term 3 | Year 1 Term 3 | **Year 2** | Year 2 Term 1 | Year 2 Term 1 | Year 2 Term 2 | Year 2 Term 2 | Year 2 Term 3 | Year 2 Term 3 | Key Stage 1 | Key Stage 1 |
| **Learners should:** | | | | | | | | | | | | | | | | |
| **Locational knowledge** | | | | | | | | | | | | | | | | |
| 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 | ● | | | ● | | | ● | □ | | ● | | | ● | ● | □ | □ |
| **Place knowledge** | | | | | | | | | | | | | | | | |
| 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 | | | ● | | | | ● | □ | | ● | | | | ● | □ | □ |
| **Human and physical geography** | | | | | | | | | | | | | | | | |
| 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 | ● | | ● | ● | | ● | ● | □ | | ● | | | | ● | ● | □ |
| use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop | | | ● | | | ● | ● | □ | | ● | | | ● | ● | ● | □ |
| **Geographical skills and fieldwork** | | | | | | | | | | | | | | | | |
| 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 (e.g. 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. | ● | | ● | | | ● | ● | □ | | ● | | | ● | ● | | |

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.

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School:

| Geography KS2 By the end of the Key Stage | **Where did it happen? When did it happen** | How does electricity work? | Who were the greatest builders in the world | Let's go on an adventure. | The games children play | Are bugs important? | How can we make living here better for ever | How do I see? How do I hear? | Why do we speak English at school? | Should we stop eating chocolate? | From a Railway Carriage | What happens inside us? | A regional study within Italy, Germany, Holla | What is it made of? | Why would someone build a castle in Engla | Fairground | The Highwayman | Do we make the most of what is right on ou | Who are we? Why do I live here? | **Let's go round again!** | What's out there? | Has there ever been a better time to live he | Why do some creatures no longer exist? | The Lady of Shalott | The Great UK Geographical Challenge | How successful are we as entrepreneurs? | How have the ancient Greeks influenced ou | Developing a Global Dimension |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | **Year 3 4 5 6** | Year 3 Term 1 | Year 3 Term 1 | Year 3 Term 2 | Year 3 Term 2 | Year 3 Term 3 | Year 3 Term 3 | Year 4 Term 1 | Year 4 Term 1 | Year 4 Term 2 | Year 4 Term 2 | Year 4 Term 3 | Year 4 Term 3 | Year 5 Term 1 | Year 5 Term 1 | Year 5 Term 2 | Year 5 Term 2 | Year 5 Term 3 | Year 5 Term 3 | **Year 6** | Year 6 Term 1 | Year 6 Term 1 | Year 6 Term 2 | Year 6 Term 2 | Year 6 Term 3 | Year 6 Term 3 | Key Stage 2 | Key Stage 2 |
| **Learners should:** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| **Locational knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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) | □ | | ● | ● | | | | | | ● | | ● | □ | | | | | | ● | | | | ● | | | | ● | □ |
| **Place knowledge** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 | □ | | | | | | ● | | | | | | ● | | ● | | | | ● | | | | | | ● | | ● | □ |
| **Human and physical geography** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | □ | ● | ● | ● | | | | | ● | ● | | | ● | ● | ● | | | ● | ● | | | □ | ● | | ● | | ● | □ |
| 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 | □ | | ● | ● | | | ● | | ● | ● | | | ● | ● | ● | | | | ● | | | □ | ● | | ● | | ● | □ |
| **Geographical skills and fieldwork** | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 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 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. | □ | | ● | | | | ● | | | | | | | | | | | ● | □ | | | | | | | | | |

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 tools and skills to enhance their locational and place knowledge.

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