

GEOGRAPHY EXPECTATIONS AT SELBY CP SCHOOL - LOU CAVELL

The New National Curriculum states that pupils will learn:

End of KS1 expectations

Our pupils will develop their knowledge about the world, the UK and their own locality. They will understand basic geography vocabulary and begin to use skills to enhance their locational knowledge

Pupils will learn to:

Locational knowledge

Name and find the 7 continents and 5 oceans and name and locate and find out about the 4 countries and capital cities of the UK and its surrounding seas.

Place Knowledge

Look at a small area of the UK and compare it to a small area of a contrasting country not in Europe. Look at what is the same and what is different about the human and physical geography.

Human and Physical Geography

Look at seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and south Poles.

Be able to use these words correctly:

Physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.

Human features: city, town, village, factory, farm, house, office, port, harbour and shop.

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital mapping to locate the UK and its countries as well as the countries, continents and oceans studied.

Use simple compass directions (North, South, East and West) and directions (e.g. near, far, left and right) to describe where things are and how to get somewhere on a map.

Use aerial photos to recognise landmarks and other features, make a map and put basic symbols in a key.

Study the school and its surrounding environment carrying out simple fieldwork and looking at its key human and physical features.

KEY STAGE 2

Pupils will extend their geographical knowledge and understanding to include: their local area, the UK, Europe, North and South America. This will include the significant human (man-made) and physical (natural) features of the locations studied.

KS2

Locational knowledge

Use maps to locate the countries being studied; including environmental regions, capital cities and important physical and human characteristics.

They will locate counties and cities and topographical features (mountains, rivers, coasts etc) in the UK. Understand that these features may have changed over time.

Pupils will identify the position and significance of latitude, longitude, Equator, Northern and Southern Hemisphere, the tropics, Arctic and Antarctic circle, the Greenwich Meridian and time zones.

Place Knowledge

Study differences between a region of the UK, a European country and a region of North or South America.

Human and Physical Geography

Describe and understand key aspects of physical geography, e.g. climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.

Describe and understand key aspects of human geography, e.g. settlement, land use, economy and trade and the distribution of natural resources (energy, food, minerals and water).

Geographical Skills and Fieldwork

Use maps, atlases, globes and digital mapping to locate countries and describe features.

Use 8 points of a compass, 4 and 6 figure grid references, symbols and keys to improve their knowledge of the UK and wider world.

Through fieldwork ; measure, record and present the human and physical features in the local area through a range of methods.

At Selby CP School, our skills and milestone document for *Geography* is taken from the Chris Quigley Essentials and then made bespoke to our school.

There are 3 key learning objectives, with milestones and expectations that are relevant to each phase:

Milestone 1 - End of year 2.

Milestone 2 - End of year 4.

Milestone 3 - End of year 6.

	Milestone 1	Milestone 2	Milestone 3
To investigate places	<ul style="list-style-type: none"> • Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. • Use aerial images and plan 	<ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • Use fieldwork to observe 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. • Use a range of resources to identify the key physical and human features of a location. • Name and locate counties 	<ul style="list-style-type: none"> • Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical

	<p>perspectives to recognise landmarks and basic physical features.</p> <ul style="list-style-type: none"> • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans. 	<p>and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</p> <ul style="list-style-type: none"> • Name and locate the countries of Europe and identify their main physical and human characteristics. 	<p>features in the local area. Record the results in a range of ways.</p> <ul style="list-style-type: none"> • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map). • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
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To investigate patterns	<ul style="list-style-type: none"> • 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. • 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 	<ul style="list-style-type: none"> • Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. • Describe geographical similarities and differences between countries. • Describe how the locality of 	<ul style="list-style-type: none"> • Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). • Understand some of the reasons for geographical similarities and differences between countries. • Describe how locations around the world are changing and
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	<p>and South Poles.</p> <ul style="list-style-type: none"> • Identify land use around the school. 	<p>the school has changed over time.</p>	<p>explain some of the reasons for change.</p> <ul style="list-style-type: none"> • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent.
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<p>To communicate geographically</p>	<ul style="list-style-type: none"> • Use basic geographical vocabulary to refer to: • key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. • key human features, including: city, town, village, factory, farm, house, 	<ul style="list-style-type: none"> • Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements and land use. • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<ul style="list-style-type: none"> • Describe and understand key aspects of: • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle. • human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and
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	<p>office and shop.</p> <ul style="list-style-type: none"> • Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. • Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). 		<p>water supplies.</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. • Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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It is expected that all children across school will receive high quality teaching in geography. Geography skills will be taught discretely; as well as part of focused cross curricular themes. For example; Year 3/4 will be learning about the Stone Age in their history lessons. Geography linked to this topic will be discrete lessons on learning about a non-local UK place. The children will be using maps of the British Isles to first of all identify their own locality, and places relevant to themselves. They will be learning how human and physical features are represented on OS maps, and how to read 4 figure grid references. They will appreciate the land use of their local area, and human and physical features such as the Selby canal and the River Ouse. They will then learn about a contrasting locality - Orkney, and it's physical and human geographical features. This will finally link in to their History topic, with a study of Skara Brae, a Neolithic settlement, so that they can consider what drew prehistoric people to these islands, how they used the land and their lasting legacy on the geography of Orkney.