



# Subject Sequence – Geographer

Develop geographical knowledge, skills and understanding of the world's people, places, resources and processes

## Place Knowledge

- Understand geographical similarities and differences through studying human/physical geography of a small area of the UK and a small, non-European area
- Understand geographical similarities and differences through studying human/physical geography of a small area of the UK, European country and N/S America

## Geographical Skills & Fieldwork

- Use world maps, atlases and globes to identify UK, countries, continents and oceans
  - Use simple compass directions and locational language
  - Use aerial photos and plans
  - Devise simple maps
  - Study the geography of the school grounds
- As Key Stage 1 plus:**
- Use digital mapping, 8-point compass, 4 and 6-digit grid references, symbols and keys (*including Ordnance Survey maps*)
  - Observe, measure, record and present human/physical features of local area using sketches, plans, graphs and digital technology

## Human & Physical Geography

- Identify daily and seasonal weather patterns in the UK, and locations of hot/cold areas in the world
- Use basic geographical vocabulary (*see list in Teacher Guidance section*)
- Describe key aspects of physical geography: climate zones, biomes, vegetation belts, rivers, mountains, earthquakes and water cycle
- Describe key aspects of human geography: types of settlement/land use, economic activity including trade and distribution of natural resources

## Locational Knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate, and identify the four countries and capitals of the UK and the surrounding seas
- Locate the world's countries using maps to focus on Europe and N/S America, focusing on environmental regions, key physical/human features, countries and cities
- Name and locate countries and cities of the UK, geographical regions, human/physical features, topographical features and land-use patterns
- Identify position and significance of latitude, longitude, N/S Hemispheres, Tropics of Cancer and Capricorn, Arctic, Antarctic, the Prime/Greenwich Meridian and time zones



# Place Knowledge

Intent (Standardised Objectives)

## Year 1

- Talk about similarities and differences between area of UK and non-European area

## Year 2

- Identify similarities/differences in physical/human geography between area of UK and non-European area

## Year 3

- Begin to explain geographical similarities and differences (*region of UK, European country and N/S America*)

## Year 4

- Explain geographical similarities and differences (*regions of UK, European country and N/S America*) and communicate geographically

## Year 5

- Examine geographical similarities and differences (*regions of UK, European country and N/S America*) and communicate geographically

## Year 6

- Analyse geographical similarities and differences (*regions of UK, European country and N/S America*) and communicate geographical concepts in a wide variety of ways



# Geographical Skills & Fieldwork

Intent (Standardised Objectives)

## Year 1

- Start to use world maps, atlases and globes
- Begin to use simple compass directions and locational language
- Use aerial photos and plans to recognise landmarks
- Draw simple maps eg of school grounds

## Year 2

- Use world maps, atlases and globes
- Use simple compass directions and locational language to describe the location of features and routes on a map
- Use aerial photos and plans to identify features, human and physical
- Devise simple maps and create a key using symbols

## Year 3

- Confidently use world maps, atlases and globes and begin to use digital mapping



## Geographical Skills & Fieldwork

Intent (Standardised Objectives)

### Year 4

- Securely use world maps, atlases and globes and use digital mapping
- Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology

### Year 5

- Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world
- Observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology eg *numerical, quantitative and writing at length*
- Use 8-point compass, grid references and Ordnance Survey maps

### Year 6

- In a variety of ways, observe, record, measure and present human/physical features of local area using sketches, plans, graphs and digital technology eg numerical, quantitative and writing at length
- Use digital mapping, 8-point compasses, 4- and 6- digit grid references and Ordnance Survey maps



# Human & Physical Geography

Intent (Standardised Objectives)

## Year 1

- Begin to use basic geographical vocabulary eg *town, city, beach, forest, sea, mountain*
- Talk about daily weather and seasonal weather patterns in the UK
- Find hot and cold areas in world using atlases

## Year 2

- Develop geographical vocab eg *rural, urban, vegetation, season*
- Identify daily weather and seasonal weather patterns in the UK
- Locate and name hot and cold areas in world in relation to Equator and the North/South Poles

## Year 3

- Begin to describe some key aspects of physical geography (*climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle*)
- Begin to describe some key aspects of human geography (*settlement/land use and distribution of natural resources*)



# Human & Physical Geography

Intent (Standardised Objectives)

## Year 4

- Describe and understand aspects of physical geography (*climate zones, biomes, rivers, mountains, earthquakes, volcanoes, water cycle*)
- Describe and understand aspects of human geography (*settlement/land use, economic activity and distribution of natural resources*)

## Year 5

- Explain key aspects of physical geography (*climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle*)
- Explain key aspects of human geography (*settlement/land use, economic activity and distribution of natural resources*)
- Understand the interaction between physical and human processes and features

## Year 6

- Examine and explain key aspects of physical geography (*climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes, water cycle*)
- Examine and explain key aspects of human geography (*settlement/land use, economic activity and distribution of natural resources*)
- Understand the interaction between physical and human processes and features and how these change over time



## Locational Knowledge

Intent (Standardised Objectives)

### Year 1

- Know names of 7 continents and 5 oceans
- Name four countries of the UK and their capital cities

### Year 2

- Name and locate the 7 continents and 5 oceans
- Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas

### Year 3

- Locate some countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities
- Begin to identify position of latitude, longitude, N/S Hemispheres and the Equator
- Begin to identify position of Tropics of Cancer/Capricorn, Arctic and Antarctic
- Begin to identify position of Prime/Greenwich Meridian and time zones



## Locational Knowledge

Intent (Standardised Objectives)

### Year 4

- Locate more countries of Europe and N/S America using maps and identify environmental regions, key physical/human features, cities
- Name and locate countries and cities of the UK, describing geographical regions and topographical features
- Explore how some aspects of physical and human characteristics have changed over time

### Year 5

- Locate majority of world's countries & cities using maps (focus on Europe and N/S America) and identify environmental regions, key physical/human features
- Identify position of latitude, longitude and N/S Hemispheres Identify position of Tropics of Cancer/ Capricorn, Arctic and Antarctic
- Identify position of Prime/Greenwich Meridian and time zones

### Year 6

- Locate world's countries & cities using maps (focus on Europe and N/S America) and explain environmental regions, key physical/human features
- Name and locate countries, cities and regions of the UK
- Secure understanding of how and why the UK's human/physical features, geographical regions, topographical features and land-use patterns have changed over time
- Apply understanding of positional language eg longitude, latitude to explain geographical characteristics eg *topography*