

Sequence of knowledge and skills across the curriculum in Geography

Common themes across the geography curriculum sequenced from EYFS and into KS3

Places

EYFS – Local area and familiar environments.

KS1 – The four countries and capital cities of the **United Kingdom** and its surrounding seas. The world’s **seven continents** and **five oceans**. Understand the similarities and differences between the UK and Australia, a hot country and ? a cold country.

KS2 – Similarities and differences between the **UK and Europe, North and South America**. **Locate the world’s countries**, using maps to focus on Europe (including the location of Russia) and North and South America.

Human and physical geography

EYFS – Describe the **built and natural** environment

KS1 – Use **geographical vocabulary to refer to human and physical geography** such as; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop. Understand seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world.

KS2 - Describe and **understand key aspects of human and physical geography**: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle, types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Skills and fieldwork

EYFS – Observe features of the local and familiar environment

KS1 - Use world maps, atlases and globes to identify the United Kingdom. **Use simple compass directions** (North, South, East and West. **Devise a simple map**; and use and construct basic symbols in a key.

KS2 - 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. **Use the eight points of a compass, four and six-figure grid references**, symbols and key including the use of Ordnance Survey maps. **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.

Geography	Knowledge	Skills
EYFS	<ul style="list-style-type: none"> Know about the features of their setting and immediate environment from visiting the local area (shops, parks) 	<ul style="list-style-type: none"> Can talk about and ask questions about their environment Use small world and maps to create their own environments Explore the local area and identify built and natural

End Point

Children know about similarities and differences in relation to places, objects, materials and living things. They know about the features of their immediate environment and how environments are different.

Year 1/Year 2	<ul style="list-style-type: none"> • develop knowledge about the world, the United Kingdom and their locality • understand basic subject-specific vocabulary relating to human and physical geography, city, town, village, factory, farm, house, office, port, harbour and shop • name and locate the world’s seven continents and five oceans (<i>What lies beneath the waves? Project</i>) • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas – <i>‘What makes a community?’ project</i> • Build knowledge of places and understand geographical similarities and differences through studying the human and physical geography of our local area and of a small area in Africa as a contrasting non-European country. 	<ul style="list-style-type: none"> • use geographical skills, including first-hand observation, to enhance their locational awareness • use subject-specific vocabulary relating to human and physical geography • identify seasonal and daily weather patterns in the United Kingdom and the location of hot (Australia) 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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans. - <i>What makes a community? What lies beneath the waves?</i> • use simple compass directions (North, South, East and West) and locational and directional language, near and far; left and right, to describe the location of features and routes on a map • use aerial photographs of the local area and of a community in Africa to plan perspectives, recognise landmarks and basic human and physical features; devise a simple map (journey to school); and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of the school and its grounds including human and physical features. • Draw maps and plans, construct keys, use compass directions <i>‘What makes a community?’</i>
<p>Key Stage 1 End Point Pupils will know key facts about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography including; city, town, village, factory, farm, house, office, port, harbour and shop. They will use geographical skills, including first-hand observation, read maps, keys and directions to enhance their locational awareness.</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 3/Year 4</p>	<ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. • Understand where our food travels from and food miles (<i>Fair Trade project</i>) - know how to locate countries using maps, atlases, globes and digital/computer mapping. • Know about the effects of human geography on the world including trade links, and the distribution of natural resources including energy, food, minerals and water. (<i>Arctic and Antarctic</i>) • Describe the water cycle (Arctic and Antarctic)- 	<ul style="list-style-type: none"> • 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 (<i>Why do traditional stories still matter? Fair Trade project</i>) • 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 (<i>The Romans</i>) • 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) (<i>Where in the world?</i>) • describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (<i>Wonderful World, Romans volcanoes - Pompeii</i>)
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5/Year 6</p>	<ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. (<i>This is England project, WW11, Mexico</i>) • 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. Sheffield Local area • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, 	<ul style="list-style-type: none"> • 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 (<i>This is England, What is Sheffield's place in the world?</i>) • 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 (<i>This is England, WW11</i>)

	<p>mountains, volcanoes and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"> • Describe and understand 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 (<i>Invaders</i>) • 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 (<i>modern Greece and the UK</i>) 	<ul style="list-style-type: none"> • 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 (<i>Mexico project, WW11, What is Sheffield's place in the world?</i>)
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Key Stage 2 End Point and progression to Key Stage 3
Pupils will have knowledge and understanding beyond the local area of Sheffield 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 knowledge, understanding and skills to enhance their locational and place knowledge. Pupils will be well prepared to access the curriculum at Key Stage three because they have knowledge about diverse places, people, resources and natural and human environments, together with a developing understanding of the Earth's key physical and human processes.