



National Curriculum Key Stage 1 and 2

Geography National Curriculum Strands

Locational Knowledge	Place Knowledge	Human and Physical Geography	Skills and Fieldwork
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National Curriculum

Key Stage 1

Pupils should develop knowledge about the world, the UK 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.

Key Stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the UK 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

Location knowledge

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the UK and its surrounding seas
- Use key vocabulary to demonstrate knowledge and understanding in this strand: e.g. UK, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica

- Locate the world's countries, using maps to focus on Europe and North and South America and concentrating on their environmental regions, key physical and human characteristics, countries and major cities
- Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including 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 and Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and the time zones (including night and day)
- Use longitude and latitude to find locations on a map
- Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, county, city, border, key

Place knowledge

- Compare the geographical similarities and differences of a small area of the UK and of a small area in a contrasting non-European country through studying human geography
- Compare the geographical similarities and differences of a small area of the UK and of a small area in a contrasting non-European country through studying physical geography

- Understanding geographical similarities and differences through a study of human geography of a region of the UK, a region in a European country, and a region in North and South America
- Use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources

<p>Human and physical knowledge</p>	<ul style="list-style-type: none"> • Identify 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 • Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ○ 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 	<ul style="list-style-type: none"> • Describe and understand key aspects of: <ul style="list-style-type: none"> ○ Physical geography, including: climate zones, biomes and vegetarian 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 water supplies • Use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental
<p>Geographical skills and fieldwork</p>	<ul style="list-style-type: none"> • Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied at this key stage • Use simple compass directions 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 photos 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 • Use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world to describe the location of features and routes on maps • 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 • Use aerial photographs and plan perspectives to recognise landmarks and basic physical features; devise a simple map; and use and construct basic symbols in a key • Use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph