



Wistow Parochial Primary School – Geography content and skills

At Wistow Parochial Primary School, we follow the National Curriculum for history.

Our aims in geography are to ensure that all of our children:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

We progress children’s knowledge and skills throughout their primary school journey and ensure that children have an understanding, consolidate and use in current practice their knowledge and skills from previous years.

Locational Knowledge

The capacity to know and recall where places are. A framework for storing locational information mentally.

National Curriculum Key Stage 1 Expectations	National Curriculum Lower Key Stage 2 Expectations	National Curriculum Upper Key Stage 2 Expectations
<ul style="list-style-type: none"> • 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 	<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 • 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) 	

Locational Knowledge - Key Skills and Aims

Year 1	Year 2	Year 3 (With a focus on United Kingdom and a European country)	Year 4 (With a focus on United Kingdom and a European country)	Year 5 (With a focus on South and Central America)	Year 6 (With a focus on South and Central America)
<ul style="list-style-type: none"> Name and locate the four countries making up the British Isles, with their capital cities. Name and locate the continents and oceans. Talk about the main features of each of the four countries that make up the United Kingdom. 	<ul style="list-style-type: none"> Locate, name and label the continents and oceans on a map. Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> Name, locate and identify the characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Name and locate counties and cities of the United Kingdom. Name and locate some countries of Europe. Share own views about locations. 	<ul style="list-style-type: none"> Explain my own views about locations, giving reasons. Name and locate counties and cities of the United Kingdom Name and locate the countries of Europe. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones. 	<ul style="list-style-type: none"> Name and locate the countries of South and Central America Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) 	<ul style="list-style-type: none"> Name and locate the countries of North America 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

The exploration of localities and understanding of the similarities and differences between places, referring to physical and human characteristics.

National Curriculum Key Stage 1 Expectations	National Curriculum Lower Key Stage 2 Expectations	National Curriculum Upper Key Stage 2 Expectations
<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 small area in a contrasting non-European country 	<ul style="list-style-type: none"> 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 	

Place Knowledge - Key Skills and Aims

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

<ul style="list-style-type: none"> • Recognise similarities and differences of geographical features in my own immediate environment • Talk about people and places within my local environment • Compare contrasting places. • Talk about people and places beyond my local environment • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area 	<ul style="list-style-type: none"> • Compare a local City/town in England with a contrasting city in a different country • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area? 	<ul style="list-style-type: none"> • Locate 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. • Compare geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use? Can I identify the main physical and human characteristics of the countries of Europe. • Describe geographical similarities and differences between a region in the United Kingdom and one in a European country • Describe how the locality of the school 	<ul style="list-style-type: none"> • Locate 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. • Compare 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 • Identify the main physical and human characteristics of the countries of Europe. • Describe some of the features of the following areas: the Equator, Northern Hemisphere, Southern Hemisphere, the 	<ul style="list-style-type: none"> • 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. • Understand some of the reasons for geographical similarities and differences between countries • Explain how locations around the world are changing and explain some of the reasons for change • Begin to understand and explain geographical diversity across the world 	<ul style="list-style-type: none"> • 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 • Explain and discuss a range of reasons for geographical similarities and differences between countries • Explain how locations around the world are changing and explain some of the reasons for change • Describe geographical diversity across the world
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		has changed over time	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circles and date and time zones</p> <ul style="list-style-type: none"> Describe geographical similarities and differences between countries Describe how the locality of the school has changed over time 		
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Human and Physical Geography.

The understanding that the world is made of human (man-made) and physical (natural) features that can be seen all around you.

National Curriculum Key Stage 1 Expectations	National Curriculum Lower Key Stage 2 Expectations	National Curriculum Upper Key Stage 2 Expectations
<ul style="list-style-type: none"> 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. 	<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: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	

Human and Physical Geography- Key Skills and Aims

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Compare and contrast the human and physical features of two British localities, including how the use of land differs in 	<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 	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location 	<ul style="list-style-type: none"> Ask and answer geographical questions about the physical and human characteristics of a location 	<ul style="list-style-type: none"> Begin to collect and analyse statistics and other information in order to draw clear conclusions about locations 	<ul style="list-style-type: none"> Collect and analyse statistics and other information in order to draw clear conclusions about locations.

<p>each locality, comparing and contrasting a farm with the seaside.</p> <ul style="list-style-type: none"> • Talk about weather in the UK, what happens in different seasons and how weather changes on a daily basis • Identify land use around the school • Use geographical vocabulary such as beach, coast, forest, hill, mountain, sea, river, weather, city, town, village, factory, farm, house, office shop to refer to the physical and human features of places studied. 	<p>people do in this place?</p> <ul style="list-style-type: none"> • Talk about hot and cold parts of the world, discussing in relation to the equator and the North/South Poles • Compare and contrast the human and physical features of a British locality with a non-European locality, including land use differences • Use geographical vocabulary such as beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, shop, port and harbour to refer to the physical and human features of places studied. 	<ul style="list-style-type: none"> • Describe key aspects of physical geography, including rivers, mountains, volcanoes and earthquakes of an area in the United Kingdom and an area in a European country. • Describe key aspects of human geography including settlements and land use 	<ul style="list-style-type: none"> • Describe key aspects of physical geography, including rivers, mountains, volcanoes, earthquakes and the water cycle? • Describe key aspects of human geography including settlements and land use 	<ul style="list-style-type: none"> • Begin to identify and describe how the physical features affect the human activity within a location • Identify and describe the main human and physical characteristics of South and Central America • Begin to understand and explain how countries and geographical regions are interconnected and interdependent • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time • Describe and understand key aspects of physical geography, including: rivers and mountains. • Describe and understand key aspects of human geography, including: types of settlement and land use, economic 	<ul style="list-style-type: none"> • Identify and describe how the physical features affect the human activity within a location • Identify and describe the main human and physical characteristics of North and South America • Explain how countries and geographical regions are interconnected and interdependent • Name and locate some of the countries and cities of the world and their identifying human and physical characteristics and understand how some of these aspects have changed over time • Describe and understand key aspects of physical geography, including: rivers and mountains. • Can I describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including
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				activity including trade links, and the distribution of natural resources including energy, food, minerals and water.	trade links, and the distribution of natural resources including energy, food, minerals and water.
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Geographical Skills and Fieldwork

Understanding and applying specific geographical knowledge, understanding and skills to an out of classroom context. Geographical fieldwork is about finding out new things about people, places and environments.

National Curriculum Key Stage 1 Expectations	National Curriculum Lower Key Stage 2 Expectations	National Curriculum Upper Key Stage 2 Expectations
<ul style="list-style-type: none"> 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 [for example, 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. 	<ul style="list-style-type: none"> 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 Geography 187 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. 	

Geographical Skills and Fieldwork - Key Skills and Aims

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and 	<ul style="list-style-type: none"> Use maps, atlases and digital/computer mapping to locate countries and describe features 	<ul style="list-style-type: none"> Use a few geographical resources to give descriptions and opinions of the characteristic 	<ul style="list-style-type: none"> Use a range of geographical resources with ease to give detailed descriptions and

<p>countries and cities</p> <ul style="list-style-type: none"> • Use aerial images to recognise landmarks and basic physical features • Use simple fieldwork to observe, measure and record the human and physical features in the local area • Use a simple key to recognise physical or human features on a map • Create a simple map of my local environment 	<p>describe features studied</p> <ul style="list-style-type: none"> • Learn and use the four points of a compass to describe the location of features on a map • Use locational and directional language such as: near, far, left, right to describe the location of features on a map • Use aerial images and plan perspectives to recognise landmarks and basic physical features • Devise a simple map, and use and construct basic symbols in a key • Use simple grid references? (A1, B1) • Use fieldwork to observe, measure and record the human and physical features in the local area 	<p>describe features studied</p> <ul style="list-style-type: none"> • Use locational and directional language such as: near, far, left, right to describe the location of features on a map • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies • Use a wider range of resources to identify the key physical and human features of a location • Use the eight points of a compass, simple grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world • Create maps of locations 	<ul style="list-style-type: none"> • Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans, graphs and digital technologies • Use a range of resources to identify the key physical and human features of a location • Use the eight points of a compass, four-figure grid references, symbols and keys to communicate knowledge of the United Kingdom and the wider world • Create maps of locations identifying some features using a key 	<p>features of a location</p> <ul style="list-style-type: none"> • Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area • Record the results in different ways • Talk about 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) • Use the eight points of a compass, four to six-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the United Kingdom 	<p>opinions of the characteristic features of a location</p> <ul style="list-style-type: none"> • Use different types of fieldwork (random and systematic) to observe, measure and record the human and physical features in the local area • Record the results in a range of ways • 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) • 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 my
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		identifying some features using a key		and the wider world <ul style="list-style-type: none">• Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land	knowledge of the United Kingdom and the wider world <ul style="list-style-type: none">• Create maps of locations, identifying patterns such as: land use, climate zones, population densities and height of land
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