|  |  |
| --- | --- |
| **Subject Content and Endpoints – Geography** | |
| Early Years | |
| Subject Content | End Point |
| Pupils will be taught to:   * Talk about and observe their surroundings, including the school and outdoor environment and the local area. * Represent their own feelings and opinions through art, as well as music, dance, role play, storytelling and D&T. | By the end of Foundation 2:   * pupils will know about similarities and differences in relation to places, objects, materials and living things. * They will talk about the features of their own immediate environment and how environments might vary from one another. * They will make observations of animals and plants and explain why some things occur, and talk about changes. * They will have represented their own thoughts, feelings and ideas through discussions, drawings and models.   This will prepare children to readily access the KS1 curriculum. |
| Key Stage 1 | |
| Subject Content | End Point |
| **Key Stage 1 pupils will be taught:**   * Knowledge, understanding and skills needed to engage in an interactive process of geographical enquiry and learning. * Work in a range of relevant contexts [for example, the home and school, gardens and playgrounds, the local community and the wider world]   **Locational Knowledge**   * 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   **Place knowledge**   * 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   **Human and Physical Geography**  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  - **Key human features**, including: city, town, village, factory, farm, house, office, port, harbour and shop  **Geographical Skills and Fieldwork**   * 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 | By the end of Key Stage 1 pupils will be taught the knowledge, understanding and skills needed to support them through the process of:   * geographical enquiry * developing map skills and a basic understanding of place, location and human and physical geography.   Pupils should develop knowledge about the world, the United Kingdom 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 | |
| Subject Content | End Point |
| **Key Stage 2 pupils will be taught**  Through a variety of creative and practical activities:   * the knowledge, understanding and skills needed to engage in an interactive process of geographical enquiry. * To Work in a range of relevant contexts, for example, the local area, the North West of England and North Wales, the UK, Europe, the Americas and the wider world.   **Locational Knowledge**   * 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)   **Place Knowledge**   * 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   **Human and Physical Geography**  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  **Geographical skills and fieldwork**   * 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 * 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 Human and Physical Geography | * By the end of KS2, pupils will be taught the knowledge, understanding and skills needed to engage in the enquiry process in a range of relevant contexts. * They will learn about natural (physical) and human processes and how they have shaped the world in which we live, and that they will continue to do so. * Pupils should have extended their knowledge and understanding beyond the local area to include the United Kingdom and Europe, and 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 have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. |