

Geography

Year Group	Objectives (NC elements/school elements)		Vocabulary (NC elements/school elements)	Geographical skills and fieldwork	Age expected level statement
	Locational Knowledge	Place Knowledge			
1	<p>1. Name and locate some of the world's continents and some surrounding oceans.</p> <p>2. Name and locate 4 countries and some capital cities of the UK.</p> <p>3. Understands similarities and differences through studying human and physical geography of our local area and a contrasting non-European country.</p> <p>4. When studying the local area/wider world – develop understanding of what places are like, know how places are connected and dependent on others.</p> <p>5. Identify seasonal and daily weather patterns in the UK.</p> <p>6. Use basic geographical vocabulary to describe physical and human features. (See vocabulary list)</p>	<p>Human and Physical</p>	<p>Physical; Beach, forest, hill, sea, ocean, river, soil, season, weather</p> <p>Human; city, town, village, factory, farm, house, shop</p>	<ol style="list-style-type: none"> 1. Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this stage. 2. Use simple locational and directional language to describe the location of features and routes on a map. 3. Use aerial photographs and plan perspectives to recognise landmarks; devise a simple map. 4. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment. 5. Begin to ask geographical questions. 6. Begin to present their Geographical work in a range of presentational techniques including; writing genres, DT, ICT. 7. Develop reasoned argument to present their findings to answer – Why is it good/not good to live in New Marske? 	<p>Pupils demonstrate curiosity about the world around them.</p>
2	<p>1. Name and locate all of the world's continents and surrounding 5 oceans.</p> <p>2. Name, locate and identify characteristics, capital cities and surrounding seas of the UK.</p> <p>3. Understands geographical similarities and differences through studying human and physical geography of initially our local area, a small area of the UK (unlike local area) and a non-European country.</p> <p>4. When studying the local area/wider world – develop understanding of what places are like, know how places are connected and dependent on others.</p> <p>5. Identify seasonal and daily weather patterns for hot and cold areas of the world in relation to the Equator, Arctic (North Pole) and Antarctic (South Pole).</p> <p>6. Use basic geographical vocabulary to describe physical and human features. (See vocabulary list)</p>		<p>Physical; cliff, coast, mountain, valley, vegetation</p> <p>Human; city, office, port, harbour</p>	<ol style="list-style-type: none"> 1. Use world maps, atlases and globes to identify the UK and its countries, continents and oceans studied at this stage. 2. Use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map. 3. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use; construct basic symbols in a key. 4. Use simple fieldwork and observational skills to study the geography of their school and its grounds and the human and physical features of its surrounding environment. 5. Begin to ask geographical questions. 6. Begin to present their Geographical work in a range of presentational techniques including; writing genres, DT, ICT. 7. Develop reasoned argument to present their findings to answer – Is it better to live near the Equator or Arctic/Antarctic? 	<p>Pupils demonstrate curiosity about the world around them.</p>
3	<p>1. Locate the world's countries using maps, focussing on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>2. Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics.</p> <p>3. Identify the position and significance of the Equator, northern and Southern Hemisphere, Arctic and Antarctic Circle.</p> <p>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region</p>		<p>County, region, physical, human, Europe, country, mountain, volcano, earthquake, erupt, crust, magma, Equator, hemisphere, Arctic, Antarctic</p>	<ol style="list-style-type: none"> 1. Use maps, atlases, and globes to locate countries and describe features studied. 2. Use the eight points of a compass to build their knowledge of the UK and the wider world. 3. 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. 4. Ask geographical questions. 5. Present their Geographical work in a range of presentational 	<p>Pupils demonstrate curiosity about the world around them.</p>

	<p>In a European country.</p> <p>5. When studying the local area/wider world – understanding of what places are like, know how places are connected and dependent on others.</p> <p>6. Describe and understand key aspects of physical geography; mountains, volcanoes and earthquakes.</p>		<p>techniques including; writing genres, DT, ICT.</p> <p>6. Develop reasoned argument to present their findings to answer – Should industry be removed from Tees area?</p>	
4	<p>1. Locate the world's countries using maps, recapping Europe and focussing on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>2. Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p>3. Identify the position and significance of the Equator, northern and Southern Hemisphere, Arctic and Antarctic Circle.</p> <p>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in North America.</p> <p>5. When studying the local area/wider world – understanding of what places are like, know how places are connected and dependent on others.</p> <p>6. Describe and understand key aspects of physical geography including; climate zones, rivers and the water cycle.</p>	<p>United States of America, independence, capital, border, desert, temperature, subtropical, tornado, hurricane, evaporation, precipitation, cycle, tropical, tundra, symbol, navigate, topography.</p>	<p>1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>2. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance survey maps) to build their knowledge of the UK and the wider world.</p> <p>3. 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.</p> <p>4. Ask geographical questions.</p> <p>5. Present their Geographical work in a range of presentational techniques including; writing genres, DT, ICT.</p> <p>6. Develop reasoned argument to present their findings to answer – Should Saltholme be turned into industry?</p>	<p>Pupils demonstrate curiosity about the world around them.</p>
5	<p>1. Locate the world's countries using maps, recapping Europe, North America and focussing on Russia and Asia, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>2. Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and land-use patterns.</p> <p>3. Identify the position and significance of latitude and longitude, the Equator, northern and Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle.</p> <p>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in Russia or a country in Asia.</p> <p>5. When studying the local area/wider world – understanding of what places are like, know how places are connected and dependent on others.</p>	<p>Oil, resource, communist, soviet, democracy, economic, trade, natural, man made, EU, govern, ore, conserve, export</p>	<p>1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>2. 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 UK and the wider world.</p> <p>3. 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.</p> <p>4. Ask geographical questions.</p> <p>5. Present their Geographical work in a range of presentational techniques including; writing genres, DT, ICT.</p> <p>6. Develop reasoned argument to present their findings to answer – Should the surrounding area of New Marske be built upon?</p>	<p>Pupils begin to express well-balanced opinions, rooted in good knowledge and understanding of current issues in society and the environment.</p>

	<p>6. Describe and understand key aspects of physical geography including; climate zones, biomes, rivers and the water cycle, mountains, volcanoes and earthquakes.</p> <p>7. Describe and understand key aspects of human geography including; types of settlements and land use, distribution of natural resources including energy, food, minerals and water.</p>			
<p>6</p>	<p>1. Locate the world's countries using maps, recapping Europe, North America, Russia, Asia and focussing on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>2. Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics; key topographical features (including hills, mountains, coasts and rivers) land-use patterns, and understand how some of these aspects have changed over time.</p> <p>3. Identify the position and significance of latitude and longitude, the Equator, northern and Southern Hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian time zones (including day and night).</p> <p>4. Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in South America.</p> <p>5. When studying the local area/wider world – understanding of what places are like, know how places are connected and dependent on others.</p> <p>6. Describe and understand key aspects of physical geography including; climate zones, biomes, rivers and the water cycle, mountains, volcanoes and earthquakes.</p> <p>7. Describe and understand key aspects of human geography including; types of settlements and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>	<p>Rainforest, carbon, export, festival, migration, immigration, longitude, latitude</p>	<p>1. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>2. 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 UK and the wider world.</p> <p>3. 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.</p> <p>4. Ask geographical questions.</p> <p>5. Present their Geographical work in a range of presentational techniques including; writing genres, DT, ICT.</p> <p>6. Develop reasoned argument to present their findings to answer – Were the Gods happy with...?</p>	<p>Pupils express well-balanced opinions, rooted in good knowledge and understanding of current issues in society and the environment.</p>

<p>Year Group</p>	<p>Key Events and Fieldwork</p>	<p>Whole School Events</p>
<p>1</p>	<p>Visit New Marske – Look at different elements to the area – What is around us? (Hills/Forest/industry/beach/sea/town/village/farm)</p>	<p>Autumn</p>

2	Visit to New Marske – Look at different elements to the area in detail – Teesport/shops/industry/out to sea and compare to City.		
3	Visit an area outside of New Marske but within local area. Focus on coastal areas – compare with another European country.	Spring	Chinese New Year
4	Visit Saltholme – Focus on river and bird migration in relation to the Equator, Northern, Southern Hemispheres, Arctic and Antarctic. Robin Wood		
5	Geocaching around New Marske/Marske.	Summer	
6	Residential trip to a UK city – Focus of settlements/land use/ energy/ distribution of resources.		
<ol style="list-style-type: none"> All year groups to visit local area when looking at or comparing in lessons. All year groups to work constructively with others to carry out investigations. 			