

End of Year Framework

Subject: Geography



National Curriculum Aims

The national curriculum for geography aims to ensure that all pupils:

- 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.

Geography Key Concepts

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Location knowledge							
Place knowledge							
Human and physical processes							
Communities, Movement and Settlements							
Environment							

	Knowledge	Skills	Key Vocabulary
EYFS	<ul style="list-style-type: none"> I can name animals and plants and I know where they belong. I know the key features of a range of different environments. I know the difference between the seasons e.g. how a tree changes throughout the year. I understand the change of state. e.g. water, ice, steam. I know that different places have different environmental and cultural features. I am beginning to understand the effect my behaviour can have on the environment. I know about similarities and differences between myself and others, and among families, communities, cultures and traditions. 	<ul style="list-style-type: none"> I can make observational drawings of animals and plants. I can compare different places based on their environments. I can make observations of the world around me. I can describe my immediate environment. I can make comparisons between where I live and somewhere else. 	Geographical World Map Globe Atlas Near Far Place Address Animal Plant Seasons Family Community Culture Traditions Similarities Differences Observation Compare
Year 1 Continents UK Weather	<ul style="list-style-type: none"> I can name and locate the world's seven continents. I can name and locate the four countries and capital cities of the United Kingdom and its surrounding seas. I can identify characteristics of the four countries of the United Kingdom. I can identify seasonal and daily weather patterns in the United Kingdom. I can describe my local environment with focus on seasons and weather. I can use basic geographical vocabulary to refer to: key physical features (including: beach, forest, mountain, sea, river) and key human features (including: city, town, village). 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the continents studied at this key stage. I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. I can devise a simple map and use and construct basic symbols in a key. 	Physical feature Human feature Continent, Africa, Antarctica, Asia, Australia, Europe, North America and South America Country Capital city United Kingdom Surrounding Seas of UK Weather Weather patterns Landmark Map, symbols, key, routes, location physical features, beach, forest, mountain, sea, river human features, city, town, village
Year 2 Oceans	<ul style="list-style-type: none"> I can name and locate the world's five oceans. I understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local area), and of a small area in a contrasting non-European country (Kenya). 	<ul style="list-style-type: none"> I can use world maps, atlases and globes to identify the oceans studied at this key stage. I can use simple compass directions (North, South, East and West) and locational and directional language [for example, near and 	Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Antarctic Ocean Kenya Equator

Local area / Kenya	<ul style="list-style-type: none"> I can describe my local environment and compare it to Kenya - identifying similarities and differences in environment and the impact on ways of life I can identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. I can use basic geographical vocabulary to refer to: key physical features (including: cliff, coast, hill, ocean, soil, valley, vegetation) and key human features (including: factory, farm, house, office, port, harbour and shop). 	<ul style="list-style-type: none"> far; left and right], to describe the location of features and routes on a map. I can use simple fieldwork and observational skills to study the geography of my school and its grounds and the key human and physical features of its surrounding environment (local area). 	<p>North and South poles Compass directions (N, S, E, W) Directional language (near, far, left, right) Map routes Physical features, cliff, coast, hill, ocean, soil, valley, vegetation human features, factory, farm, house, office, port, harbour, shop</p>
<p>Year 3</p> <p>Poles</p> <p>Europe</p> <p>Greece</p> <p>Climate Zones</p> <p>Rivers</p>	<ul style="list-style-type: none"> I can identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle. I can locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. I can understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Greece). I know the countries that make up the European Union. I can describe and understand key aspects of physical geography, including: climate zones and rivers. I can describe different climate zones and the impact on life / adaptation in those environments. I can name and locate many of the world's major rivers on maps. I can describe some of the features of rivers. I can describe and understand key aspects of human geography, including: types of land use. 	<ul style="list-style-type: none"> I can use maps, atlases and globes to locate countries and describe features studied. I can use fieldwork to observe the human and physical features in the local area. I can use sketch maps to demonstrate my observations of the human and physical features in the local area. 	<p>equator position northern hemisphere southern hemisphere arctic circle antarctic circle European (and Russian) countries and major cities Greece European Union Climate zones Rivers (major) adaption mouth erosion current source stream basin</p>
<p>Year 4</p> <p>UK - features</p> <p>Settlement and land use</p> <p>Coasts</p> <p>Kent</p>	<ul style="list-style-type: none"> I can name and locate key counties and cities of the United Kingdom, different geographical regions and key topographical features (including hills, mountains, coasts and rivers) and their identifying human and physical characteristics. I can identify different land-use patterns and understand how some of these aspects have changed over time. I can describe different environments making links to different uses of land e.g. evolving environments. I can name some key coastal areas in the UK. I can name some rivers in the UK. I can describe some of the features of coasts. 	<ul style="list-style-type: none"> I can use the eight points of a compass. I can use four-figure grid references to build my knowledge of the United Kingdom. I can use fieldwork to measure the human and physical features in the local area. I can use graphs to show my measurements of the human and physical features in the local area. I can describe, understand and map types of settlements and land use patterns. 	<p>hills mountains coasts rivers land-use patterns evolving environments Coastal areas (UK) rivers (UK) Kent water cycle settlement land use British Isles</p>

Water Cycle Cities and Villages	<ul style="list-style-type: none"> • I can understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (Kent). • I can describe and understand key aspects of physical geography, including: the water cycle. • I can describe and understand key aspects of human geography, including: types of settlement and land use. • I know the difference between the British Isles, Great Britain and the UK. • I can locate and name some of the main islands that surround the UK. • I can describe the main physical differences between cities and villages. 		Great Britain Islands (surrounding UK) 8 compass points grid reference (4 figures)
Year 5 N and S America - study Time zones Biomes and vegetation belts Trade	<ul style="list-style-type: none"> • I can locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • I can identify the position and significance of latitude, longitude, the Tropics of Cancer and Capricorn, the Prime/Greenwich Meridian and time zones (including day and night). • I can understand geographical similarities and differences through the study of human and physical geography of a region within North or South America. • I can describe and understand key aspects of physical geography, including: biomes and vegetation belts. • I can describe and understand key aspects of human geography, including: economic activity including trade links. 	<ul style="list-style-type: none"> • I can use six-figure grid references to build my knowledge of the wider world. • I can use fieldwork to record the human and physical features in the local area. • I can use plans and a range of different types of graphs to show my recordings of the human and physical features in the local area. 	North America South America Latitude Longitude Tropic of Cancer and Capricorn Prime/Greenwich Meridian Time zones Biomes Vegetation belts economic activity trade links grid reference (6 figures)
Year 6 Mountains, volcanoes, earthquakes Natural Resources	<ul style="list-style-type: none"> • I can describe and understand key aspects of physical geography, including: mountains, volcanoes and earthquakes. • I can locate and name some of the world's famous mountains and volcanoes. • I can describe how volcanoes and earthquakes are created. • I can describe and understand key aspects of human geography, including: the distribution of natural resources including energy, food, minerals and water. • To describe how we can make changes to look after the planet e.g. sustainability. 	<ul style="list-style-type: none"> • I can use digital/computer mapping to locate countries and describe features studied. • I can use symbols and keys (including the use of Ordnance Survey maps) to build my knowledge of the wider world. • I can use fieldwork to present the human and physical features in the local area. • I can use digital technologies to present the human and physical features in the local area. 	Mountains volcanoes Earthquakes Energy Food Minerals Waer Sustainability digital/computer mapping Map symbols and keys Ordnance survey maps Interdependent Interconnected