

Geography at Malpas Alport

At Malpas Alport, our Geography curriculum aims to inspire children to develop their curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Our Geography curriculum sets challenges, engages and inspires children and equips them with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. We aim to enable our pupils to develop a deeper understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. By allowing the children to develop their geographical knowledge, understanding and skills we provide them with the framework and approaches to explain how the Earth's features at different scales are shaped, interconnected and change over time. Studying and evaluating geographical resources, sites and workshops enables our children to reach, or exceed their potential in geography and be able to see the progress they have made by showcasing the skills and progress they have gained each year.

By the end of EYFS children will be able to describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons. The children will achieve this during dedicated talk times, looking at similarities and differences of pictures, stories and the world around them.

By the end of KS1 children will have developed knowledge about the world, the United Kingdom and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and be beginning to use geographical skills, including first-hand observation, to enhance their locational awareness.

The children will learn about the world's seven continents and five oceans. The characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. The 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. To 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. To use basic geographical vocabulary, 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. To 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. To 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. To 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 KS2 children will have extended their knowledge and understanding beyond the local area to include the United Kingdom 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.

The children will learn to 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. To 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. To 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). To 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. To 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. To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To 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. To 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.

	EYFS	Year 1/2		End of Key Stage Expectations
Locational Knowledge	<p>As a geographer in EYFS:</p> <p>Can I name where I live?</p>	<p>As a geographer in Year 1:</p> <p>Can I locate Chester on a U.K map? Can I name the capital city of England? Can I name the 4 countries in the U.K. and locate them on a map? Can I name the waters that surround the U.K.?</p>	<p>As a geographer in Year 2:</p> <p>Can I name the capital cities of England, Wales, Scotland and Northern Ireland? Can I name the continents of the world and locate them on a map, globe and atlas? Can I name and locate the world's oceans on a map, globe and atlas?</p>	<p>Pupils should be taught to:</p> <p>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.</p> <p>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.</p> <p>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,</p>
	Place Knowledge	<p>As a geographer in EYFS:</p> <p>Can I explore, notice and describe things in my local environment?</p>	<p>As a geographer in Year 1:</p> <p>Can I describe some of the physical and human features of the environment around us? Can I tell you what I like and do not like about the place in which I live?</p>	<p>As a geographer in Year 2:</p> <p>Can I identify similarities and differences between where I live and a place outside Europe?</p>

				<p>mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</p> <p>Geographical skills and fieldwork:</p> <p>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.</p> <p>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.</p> <p>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</p> <p>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.</p>
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Human and Physical Geography	<p>As a geographer in EYFS:</p> <p>Can I name and identify some different types of weather?</p> <p>Can I explore and observe nature in my local environment (trees, plants, flowers, soil, clouds etc...)?</p>	<p>As a geographer in Year 1:</p> <p>Can I explain how the weather changes throughout the year and name the seasons? (link to Science)</p> <p>Can I use a globe to identify the equator and north and south poles?</p>	<p>As a geographer in Year 2:</p> <p>Can I identify the location of hot and cold areas of the world?</p> <p>Can I describe the key physical features of a place using geographical vocabulary: beach, coast, forest, hill, mountain, ocean, valley, vegetation, season, weather?</p> <p>Can I describe the key human features of a place using geographical vocabulary: city, town, village, factory, farm, house, office, port, harbour, shop?</p> <p>Can I describe the facilities that a village, town and city may need, and give reasons?</p>	
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Geographical Skills and Fieldwork	<p>As a geographer in EYFS:</p> <p>Can I talk about where I live and how I travel to school?</p>	<p>As a geographer in Year 1:</p> <p>Can I explain where I live in the U.K. and tell you my address? Can I use aerial photographs and plan to identify the key features of my school? Do I know the 4 main directions on a compass? Can I create a simple map (eg: the school grounds)?</p>	<p>As a geographer in Year 2:</p> <p>Can I use aerial photographs and plan to identify the key features and landmarks in my local area? Can I create a simple map of my local area and use basic symbols in a key? Can I use simple compass directions and directional language to find a location on a map? Can I identify similarities and differences between two areas and sets of data? Can I orally express ideas and observations clearly?</p>	
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Responsibility	As a geographer in EYFS:	As a geographer in Year 1: Do I understand some of the ways that humans can affect the world around us? Do I understand how everyday actions can help reduce waste and save energy?	As a geographer in Year 2: Do I understand some of the ways the world's climate is changing? Do I understand how everyday actions can help reduce waste, save energy and make the world more sustainable?	
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	<p>Year 3/4/5/6</p> <ul style="list-style-type: none"> • Extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. • Including the location and characteristics of a range of the world’s most significant human and physical features. • Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. 				<p>End of Key Stage Expectations</p>
<p>Locational Knowledge</p>	<p>As a geographer in Year 3:</p> <p>Can I identify the position of the Arctic and Antarctic Circles on a map? Can I locate all continents, oceans and major countries on a world map? Do I understand that countries are separated by borders?</p>	<p>As a geographer in Year 4:</p> <p>Can I identify the Equator, Northern and Southern hemispheres on a globe? Can I name and locate all countries within the U.K. and their major cities? Can I recognise key human and physical characteristics of my local region and the UK including hills, mountains, coast, rivers and land use?</p>	<p>As a geographer in Year 5:</p> <p>Can I identify the position of the Northern and Southern Hemisphere, the Equator and the Tropic of Cancer and Capricorn? (along with Y3/4 aspects) Can I use a map to locate countries of the world, including the countries of Europe and North and South America? Can I recognise environmental regions and key human and physical characteristics, countries and major cities in European Countries and North and South America?</p>	<p>As a geographer in Year 6:</p> <p>Do I know what longitude and latitude mean and how they relate to time zones around the world?</p>	<p>Pupils should be taught to:</p> <p>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</p>

					<p>Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>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.</p> <p>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</p> <p>Geographical skills and fieldwork: Use maps, atlases, globes and</p>
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					<p>digital/computer mapping to locate countries and describe features studied.</p> <p>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.</p> <p>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>
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Place Knowledge	<p>As a geographer in Year 3:</p> <p>Can I describe how some places are similar and dissimilar in relation to their human and physical features (within UK)?</p>	<p>As a geographer in Year 4:</p> <p>Can I describe how some places are similar and dissimilar in relation to their human and physical features (U.K. and a contrasting region)? Can I explain the difference between the British Isles, Great Britain and the United Kingdom?</p>	<p>As a geographer in Year 5:</p> <p>Can I describe how some places are similar and dissimilar in relation to their human and physical features (including a region in a European country)?</p>	<p>As a geographer in Year 6:</p> <p>Can I describe how some places are similar and dissimilar in relation to their human and physical features (including North or South America)?</p>	
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Human and Physical Geography	<p>As a geographer in Year 3:</p> <p>Do I understand the structure of the earth and features such as tectonic plates and molten lava?</p> <p>Can I describe and understand the key aspects of volcanoes and locate and name some of the world's most famous volcanoes?</p> <p>Can I describe and understand the key aspects of earthquakes?</p> <p>Can I describe and explain the key physical features of mountains?</p>	<p>As a geographer in Year 4:</p> <p>Can I explain how physical features of a landscape influence where settlements have developed and how the land is used (eg: coasts, rivers)?</p> <p>Can I describe and explain the key features of different types of settlements and identify similarities and differences?</p> <p>Do I understand how settlements have changed over time?</p> <p>Can I describe and explain the key physical features of rivers and how they have shaped the land?</p> <p>Can I name and locate many of the world's most famous rivers and explain why most cities are situated by rivers?</p> <p>Can I explain the key aspects of the water cycle?</p>	<p>As a geographer in Year 5:</p> <p>Can I explain the importance of ports and the role they play in trade and distributing resources around the world?</p> <p>Do I understand that natural resources such as energy, food, minerals and water are distributed in different parts of the world and how this affects settlement and trade?</p>	<p>As a geographer in Year 6:</p> <p>Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe physical and human features?</p> <p>Can I describe and explain the key physical features of different climate zones, biomes and vegetation belts?</p> <p>Do I understand that climate is the usual condition of the weather, rainfall, humidity and wind in a place?</p> <p>Do I know the key features of each of the 6 main climates and landscapes (polar, temperate, arid, tropical, Mediterranean and tundra)?</p>	
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Geographical Skills and Fieldwork	<p>As a geographer in Year 3:</p> <p>Can I create maps and plan routes, using the 8 points of the compass, in the local area?</p> <p>Can I use various sources to identify different locations around the world?</p> <p>Can I follow a structure for presenting fieldwork investigations and findings?</p> <p>Can I present findings from fieldwork using graphs/charts and explain my findings?</p>	<p>As a geographer in Year 4:</p> <p>Can I use the 8 points of the compass to plan a journey from my town or city to another place in the UK?</p> <p>Can I use Ordnance Survey maps to explore the local area and identify key features?</p> <p>Can I use different types of fieldwork to observe, measure and record the human and physical features in the local area?</p> <p>Can I explain trends or patterns observed by making comparisons or by noting cause and consequence?</p>	<p>As a geographer in Year 5:</p> <p>Do I use Ordnance Survey symbols and 4 figure grid references?</p> <p>Can I use digital mapping technology (GIS) to trace physical features of an area?</p> <p>Do I understand scale factor?</p> <p>Can I use different types of fieldwork to observe, measure and record the human and physical features?</p> <p>Can I use my observations and data from fieldwork to draw conclusions supported by my geographical knowledge?</p>	<p>As a geographer in Year 6:</p> <p>Can I use Ordnance Survey symbols and 6 figure grid references?</p> <p>Can I read and calculate distances from a scale?</p> <p>Can I collect and measure information accurately (e.g. rainfall, temperature, wind speed etc...)?</p> <p>Can I present my findings from fieldwork using appropriate terminology, graphs and tables and draw conclusions based on evidence?</p>	
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Responsibility	<p>As a geographer in Year 3:</p> <p>Do I understand some of the effects of climate change? Do I understand and demonstrate some of the actions humans can take to reduce the effects of climate change?</p>	<p>As a geographer in Year 4:</p> <p>Do I understand the difference between renewable and non-renewable sources of energy? Do I understand how energy use in settlements has changed over time and the responsibilities humans have for sustainable energy in the future?</p>	<p>As a geographer in Year 5:</p> <p>Do I understand the concept of food miles and the impact this can have on the environment? Do I understand a range of strategies that could reduce the negative impact that humans can have on the environment?</p>	<p>As a geographer in Year 6:</p> <p>Do I understand the concept and impact of deforestation on a local and global scale?</p>	
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