

Curriculum objectives taken from Chris Quigley Essentials

| |
|----------------------------|
| Investigating places |
| Investigating patterns |
| Communicate Geographically |

| Concept | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---|--|--|--|---|---|--|
|  <p>Location</p> <p>Understanding geographical location is an essential part of geography. Aspects of knowledge that may be included in this category are:</p> <ul style="list-style-type: none"> • continents • oceans • regions • countries • capital cities • global position, e.g. northern and southern hemispheres, the equator and the tropics • compass directions • distances. | | | | | | |
|  <p>Location</p> | <p>Local Area</p> <p>Identify land use around the school</p> <p>Capital cities</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and</p> | <p>Oceans and continents</p> <p>Name and locate the world's continents and oceans</p> | <p>The UK</p> <p>Rainforest</p> <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> | <p>Italy</p> <p>Our local area</p> <p>Explain own views about locations, giving reasons</p> <p>Investigating patterns (map skills) and the water cycle</p> | <p>Rivers</p> <p>North America</p> <p>Collect and analyse statistics and other information in order to draw clear conclusions about locations</p> | <p>South America</p> <p>Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time</p> |

| | | | | | | |
|--|--|--|--|--|--|----------------------------------|
| | its surrounding seas. Capital cities/seaside Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. | | | | Name and locate the countries of North and South America and identify their main physical and human characteristics. | zones (including day and night). |
|--|--|--|--|--|--|----------------------------------|



Diversity

Geographical diversity involves looking at how physical, human and cultural elements are differentiated from each other. This is noticeable at a variety of scales: global to local. Even places that are relatively near to each other can have a great deal of geographical diversity.

Some aspects of diversity that may be included in this knowledge category are:

- various physical characteristics of a region or space, e.g. climate, vegetation, fauna, bodies of water, existing types of relief and landscape
- various human characteristics of a region or space, e.g. population density, ethnicity, the nature of the built environment and poverty levels.

| | | | | | | |
|--|---|---|---|---|---|--|
|  <p>Diversity</p> | Local area Identify seasonal/daily weather patterns in the UK. | China-Australia? Understand geographical similarities and differences through studying the | To UK Rainforest Ask and answer geographical questions about the physical and human | Italy/ Investigating patterns (map skills) and the water cycle Describe geographical similarities and differences | North America Understand some of the reasons for geographical similarities and differences | South America/Extreme Earth Understand some of the reasons for geographical similarities and differences between countries. |
|--|---|---|---|---|---|--|

| | | | | | | |
|--|--|---|--------------------------------|---|--------------------|--|
| | | human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. | characteristics of a location. | between countries. Our local area Describe how the locality of the school has changed over time. | between countries. | Extreme Earth Describe geographical diversity across the world Describe how countries and geographical regions are interconnected and interdependent. |
|--|--|---|--------------------------------|---|--------------------|--|



Physical features

Physical features are the naturally occurring landforms of environments. They include:

- hills
- mountains
- valleys
- bodies of water, e.g. streams, becks, tarns, rivers, lakes, seas, oceans, lagoons
- natural resources, e.g. the site of copper, tin, zinc, cobalt (although mines that are created to extract them are human features).

Note: features that appear natural but are put there or managed by humans (e.g. fields, trees, forests, woods, woodland and vegetation) are human features.

| | | | | | | |
|---|--|---|--|---|---|------------------------------------|
|  | Local area/capital cities/seaside | Oceans and continents key physical features, including: | Rainforest Ask and answer geographical questions about the | Italy Use a range of resources to identify the key physical and | Rivers North America Mountains | South America/Extreme Earth |
|---|--|---|--|---|---|------------------------------------|

Physical features

| | | | | | | |
|--|---|--|---|--|---|---|
| | <p>key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</p> | <p>beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather</p> <p>Name and locate the world's continents and oceans</p> | <p>physical and human characteristics of a location.</p> <p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle</p> | <p>human features of a location.</p> <p>Our local area</p> <p>Name and locate counties and cities of the United Kingdom, 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.</p> | <p>Identify and describe how the physical features affect the human activity within a location</p> <p>Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location</p> <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 | <p>Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land)</p> |
|--|---|--|---|--|---|---|

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | | | features and land-use patterns; and understand how some of these aspects have changed over time. | |
|--|--|--|--|--|--|--|



Human features

Human features are the things made by or altered by people. They include:

- urban and suburban settlements, e.g. cities and towns
- rural settlements, e.g. hamlets and villages
- leisure facilities
- manufacturing facilities, e.g. factories and workshops
- transport hubs, e.g. bus stops, stations, railway stations, airports and ferry ports
- transport infrastructure, e.g. roads, railways and canals
- commerce sites, e.g. offices
- financial institutions
- retail outlets
- farming and agriculture
- reservoirs and dams
- power stations and the power grid
- any aspects of an environment that have been put there by people, e.g. pavements, street furniture and signs.

| | | | | | | |
|-----------------------|---|--|---|--|--|--|
| <p>Human features</p> | <p>Local Area/capital cities/seaside key human features, including: city, town, village, factory, farm, house, office and shop</p> | <p>China-Australia? Ask and answer geographical questions (such as: What is this place like? What or who</p> | <p>Rainforest Ask and answer geographical questions about the physical and human characteristics of a location. The UK</p> | <p>Italy Use a range of resources to identify the key physical and human features of a location. Our local area</p> | <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, | |
|-----------------------|---|--|---|--|--|--|

| | | | | | | |
|--|--|--|---|--|---|--|
| | | will I see in this place? What do people do in this place?). | Name and locate the countries of Europe and identify their main physical and human characteristics. The UK/Natural disasters human geography, including: settlements and land use | Name and locate counties and cities of the United Kingdom, 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. | mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. | |
| | | | | | | |



Physical processes

The world is shaped by physical processes which give rise to the physical features we see in spaces and environments. It is important that pupils understand that these processes sometimes take millennia to happen and that they are ongoing. Some important processes that may be included in this knowledge category are:

- erosion and deposition associated with rivers and coasts
- the water cycle
- ocean circulation
- climate change
- earthquakes and volcanoes.



| | | | | | |
|--|--|--|---|---|--|
| <p>Local area Identify seasonal/daily weather patterns in the UK.</p> | <p>Oceans and continents 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.</p> | <p>Rainforests Describe key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle</p> | <p>Investigating patterns (map skills) and the water cycle</p> | <p>Rivers</p> <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 | <p>Extreme Earth Describe how locations around the world are changing and explain some of the reasons for change.</p> |
|--|--|--|---|---|--|

| | | | | | | |
|--|--|---|--|--|--|---|
| | | | | | have changed over time | |
| <div data-bbox="224 351 448 478" data-label="Image"> </div> <div data-bbox="264 494 407 539" data-label="Section-Header"> <p>Human processes</p> </div> <div data-bbox="228 552 1357 687" data-label="Text"> <p>Human processes both influence and are influenced by the physical features of environments which offer both possibilities for and constraints to human activity. In this knowledge category it is important to make links between the two as often as possible so as to explore interconnection, connection and change. Some of the human processes that may be explored are:</p> </div> <div data-bbox="228 689 506 908" data-label="List-Group"> <ul style="list-style-type: none"> • transport • trade • migration • settlements • industry • travel • leisure and tourism • pollution. </div> | | | | | | |
| <div data-bbox="224 973 403 1117" data-label="Image"> </div> <div data-bbox="268 1129 367 1174" data-label="Section-Header"> <p>Human processes</p> </div> | <p>Local Area/capital cities/seaside</p> <p>key human features, including: city, town, village, factory, farm, house, office and shop</p> | <p>China-Australia?</p> <p>Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What</p> | | | <p>human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources</p> | <p>Our world in the future</p> <p>Describe how locations around the world are changing and explain some of the reasons for change.</p> |

| | | | | | | |
|--|--|-------------------------------|--|--|--|--|
| | | do people do in this place?). | | | including energy, food, minerals, and water supplies | |
|--|--|-------------------------------|--|--|--|--|



Techniques

Geographical techniques are a way of both finding out geographical information and communicating it. Some of the geographical techniques that may be included in this knowledge category are:

- fieldwork: observation, measuring and recording using various types of sketch maps and more formal mapping, e.g. land use maps
- secondary geographical sources: atlases and other research materials
- map reading, e.g. symbols, grid references and keys
- using Geographic Information Systems (GIS), e.g. applications that show cartographic data, photographic data, digital data or data in spreadsheets.

| | | | | | | |
|-------------------|--|---|--|---|---|---|
| <p>Techniques</p> | <p>Local area/capital cities/seaside Use compass directions (north, south, east and west) and locational language (e.g.</p> | <p>Map skills Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1)</p> | <p>The UK/Rainforests/Natural disasters Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> | <p>Investigating patterns (map skills) and the water cycle Use a range of resources to identify the key physical and</p> | <p>Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance</p> | <p>Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the</p> |
|-------------------|--|---|--|---|---|---|

| | | | | | | |
|---|--|--|--|--------------------------------------|--|---|
| | <p>near and far) to describe the location of features and routes on a map.</p> <p>Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.</p> | <p>Use aerial images and plan perspectives to recognise landmarks and basic physical features</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.</p> | <p>The UK</p> <p>Use fieldwork to observe and record 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>Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world</p> | <p>human features of a location.</p> | <p>Survey symbols) to communicate knowledge of the United Kingdom and the world.</p> | <p>results in a range of ways</p> <p>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).</p> |
|  <p>Vocabulary</p> | | | <p>Rainforests/Natural disasters</p> <p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the</p> | | | <ul style="list-style-type: none"> Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, |

| | | | | | | |
|--|--|--|--|--|--|--|
| | | | characteristics of these geographical areas. | | | Arctic and Antarctic Circle, and time zones (including day and night). |
|--|--|--|--|--|--|--|