



## Being a Geographer

Copnor Primary School's high-quality geography curriculum is planned as a 7-year journey across the Primary School and inspires a curiosity and fascination about the world and its people. It equips our pupils 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. By the time they leave Copnor Primary School, their growing knowledge about the world helps them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

**By the end of Key Stage 1, our pupils 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 begin to use geographical skills, including first-hand observation, to enhance their locational awareness.**

Our pupils are taught to:	
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• name and locate the world's 7 continents and 5 oceans</li> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• 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</li> </ul>
<b>Human and physical geography</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• use basic geographical vocabulary to refer to:               <ul style="list-style-type: none"> <li>○ key physical features, inc: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season &amp; weather</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>

By the end of Key Stage 2, our pupils 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 will have developed their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Our pupils are taught to:	
<b>Locational Knowledge</b>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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)</li> </ul>
<b>Place Knowledge</b>	<ul style="list-style-type: none"> <li>• 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 in North or South America</li> </ul>
<b>Human and physical geography</b>	<p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes</li> </ul>


	<p>and earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>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</li> </ul>
<b>Geographical skills and fieldwork</b>	<ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>use the 8 points of a compass, 4- and 6-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</li> <li>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</li> </ul>

'Greater Depth' is achieved through a focus on **ACE** - tasks enable pupils to **Apply, Connect and Explain (or Explore) & Evaluate**

**Apply** Pupils apply geographical skills, knowledge and understanding from their current, and previous, learning independently and in new geographical contexts.

**Connect** Pupils make clear, strong and appropriate connections between their geographical skills, knowledge and understanding and the new geographical context.

**Explain & Evaluate** Pupils are able to explain and clearly articulate a deeper understanding of the interaction and impact between physical and human processes, and of the formation and use of landscapes and environments.

	Year 1	Year 2	Year 3
<p><b>Locational and Place knowledge</b></p> 	<ul style="list-style-type: none"> <li>• I can explain where I live and tell someone my address.</li> <li>• I can name the four countries in the UK <i>and locate them on a map.</i></li> <li>• I can name some of the main towns and cities in the UK.</li> <li>• I can use simple maps and globes to identify the continents and oceans and understand that both a map and a globe show the same thing.</li> <li>• I can use pictures and videos to find out about a place and make observations.</li> <li>• I can express my views about a place, people and environment.</li> <li>• I can identify human impact on a place and discuss some present changes that are happening in the local environment e.g. at school.</li> <li>• I can understand how some places are linked to other places e.g. roads and trains.</li> <li>• I can make suggestions for how to improve the school environment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can find where I live on a map of the UK.</li> <li>• I can name the capital cities of England, Wales, Scotland and Ireland.</li> <li>• I can name the continents of the world and locate them on a map.</li> <li>• I can name and locate the world oceans and locate them on a map and a globe.</li> <li>• I can use simple compass directions (North, South, East and West) to describe the location of features on a map.</li> <li>• I can give detailed reasons to support own likes, dislikes and preferences about a variety of places.</li> <li>• I can explain the facilities that a village, town and city may need and give reasons.</li> <li>• I can explain how an area has been spoilt or improved and give my reasons.</li> </ul>	<ul style="list-style-type: none"> <li>• I can name a number of countries in the northern hemisphere and their key topographical features.</li> <li>• I can name and locate the capital cities of the United Kingdom</li> <li>• I can use the language of 'north', 'south', 'east', 'west' to relate countries to each other.</li> <li>• I can use maps to locate the Equator, the Tropics of Cancer and Capricorn</li> <li>• I can use the correct geographical words to describe a place and specific topic vocabulary e.g. meander, floodplain, location, industry, transport, settlement, water cycle etc.</li> <li>• I can look at maps, pictures and other sources to identify similarities and differences between a UK region and another country.</li> <li>• I can explain how an area has been changed by human actions.</li> </ul>

## Human and Physical Geography



- I can explain how the weather changes throughout the year and name the seasons.
- I can explain why seasonal weather changes occur
- I can describe the similarities and differences between the features of two localities.

- I can use technology to find out the weather in a different location (UK and non-European country).
- I can identify weather patterns and make predictions.
- I can observe and record weather such as temperature, rainfall and hours of sunshine.
- I can compare and contrast weather in two locations.
- I can use geographical vocabulary to describe the physical features of a place including: beach, cliff, coast, forest, hill, mountain, ocean, sea, river, soil, valley, vegetation, season and weather.
- I can use geographical vocabulary to describe the human features of a place including: city, town, village, factory, farm, house, office, port, harbour and shop.
- I can identify land use around the school

- I can make comparisons between several locations
- I can use technical language to describe the weather conditions/patterns around the United Kingdom and parts of Europe
- I can locate places in the world where volcanoes/mountains/ rivers occur.
- I can understand (and be able to communicate in different ways) different physical processes such as river/mountain/volcano formation.
- I can link the features of the land to why people settle there.
- I can discuss how land use has changed over time (e.g. in my local area).
- I can explain why places are linked (tourism, trade etc.).
- I can recognize that different people hold different views about an issue and begin to understand some of the reasons why.


## Fieldwork



- I can use photographs and drawings to help describe a place e.g large scale print, pictorial etc.
- I can draw my own simple maps of the local area; use and construct basic symbols in a key.
- I can observe and record the features around the school/local area.
- I can ask simple geographical questions e.g. what is it like to live in this place?
- I can use locational language (e.g. near and far, left and right) to describe the location of features and routes

- I can study maps and aerial photographs and use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map.
- I can make a map of the things I see or are finding out about.
- I can create a map to direct others which uses basic symbols in a key and includes the main physical and human features.
- I can plan a route using a map.
- I can observe and record environmental features around the school and compare with features of another area.
- I can use maps to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.

- I can make detailed sketches of the features of a location.
- I can look at maps of areas I am studying and identify features.
- I can draw maps and plans of localities I have studied that include keys, grid references, a simple scale (e.g. 1 square =1KM), a compass rose indicating North and some standard Ordnance Survey symbols.
- I can plan a route using 8 points of the compass and a four figure grid reference
- I can undertake environmental surveys of the school grounds e.g. litter, noise, likes/ dislikes, areas for improvement
- I can record data and draw simple conclusions from my findings.
- I can ask and respond to geographical questions e.g. describe the landscape. Why is it like this? How is it changing? What do you think about that?
- I can use fieldwork instruments e.g. camera, rain gauge.

	Year 4	Year 5	Year 6
<b>Locational and Place knowledge</b> 	<ul style="list-style-type: none"> <li>I can explain the difference between the British Isles, Great Britain and the UK.</li> <li>I know the countries that make up the EU and can identify where some countries are within Europe, including Russia.</li> <li>I can use the language of 'north', 'south', 'east', 'west' to relate countries.</li> <li>I can look at pictures and make reasonable judgements about where they are taken, explaining my ideas.</li> <li>I can carry out research to discover features of villages, towns or cities.</li> <li>I can explain why people may choose to live in one place rather than another and explain why there might be differences.</li> <li>I can match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc.).</li> <li>I can recognize the different shapes of the continents.</li> <li>I can demonstrate my knowledge on the features of places around me and in Europe.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain how a location fits into its wider geographical location with reference to human, physical and economical features.</li> <li>I can identify the different hemispheres on a map.</li> <li>I can use the compass points N, NE, E, SE, S, SW, W, NW to direct and locate using a compass.</li> <li>I can explain why many cities are situated on or close to rivers.</li> <li>I can identify main trade and economy in another country and compare to region of the UK.</li> <li>I can identify and describe the significance of the Prime/Greenwich Meridian and time zones including night and day.</li> <li>I can identify the physical characteristics and key topographical features of the countries within North America.</li> </ul>	<ul style="list-style-type: none"> <li>I can 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.</li> <li>I can 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).</li> <li>I can describe how some places are similar and dissimilar in relation to their human and physical features.</li> <li>I can locate landmarks and manmade features of a country and reflect on the importance and value of the tourism industry in these areas.</li> <li>I can name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics.</li> </ul>
	<ul style="list-style-type: none"> <li>I can analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers.</li> <li>I can identify areas that have been impacted by humans in the UK or abroad.</li> <li>I can understand that people have differing qualities of life living in different locations and environments.</li> <li>I can understand and use a widening range of geographical terms e.g. contour, height, valley, erosion, deposition, transportation, headland, volcanoes, earthquakes etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can critically study photographs and use them as evidence for conclusions I make from them.</li> <li>I can explain how an area has been impacted or improved by humans around the world and in the UK.</li> <li>I can recognize the different shapes of countries and how these have changed over time.</li> </ul>	<ul style="list-style-type: none"> <li>I can use maps, aerial photographs, plans and e-resources to describe and raise questions about what a locality might be like.</li> <li>I can discuss evidence and explain my conclusions using appropriate geographical language.</li> <li>Reach reasoned and informed solutions and discuss the consequences of humans around the world.</li> <li>I can use ordnance survey symbols and 6 figure grid references.</li> <li>I can answer questions by using a map.</li> </ul>

## Human and Physical Geography



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| <ul style="list-style-type: none"><li>• I can locate places in the world where volcanoes/mountains/rivers occur.</li><li>• I can understand and describe different physical processes such as river/mountain/volcano formation.</li><li>• I can draw diagrams and use the correct vocabulary to label features of physical and human geography.</li><li>• I can give geographical reasons why people live in certain localities.</li><li>• I can explain why an area has certain facilities (land use).</li><li>• I can research given questions and explain what I have discovered about settlement and land use over time.</li><li>• I can explain trade and discuss why countries trade with other places.</li><li>• I am able to explain an environmental issue.</li><li>• I can suggest how to improve an aspect of the environment/locality.</li><li>• I can explore weather patterns around parts of the world.</li></ul> | <ul style="list-style-type: none"><li>• I can use key geographical language to describe processes (e.g. rivers: erosion, deposition, transportation).</li><li>• I can lead a geographical enquiry into a contrasting region.</li><li>• I can compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement</li><li>• I can research and discuss how geographical features such as rivers, topography and coasts can impact human settlements and why people seek to manage and sustain their environment.</li><li>• I can understand the physical features of coasts and begin to understand erosion and deposition.</li><li>• I can ask questions, research and explain what I have discovered about settlement and land use over time.</li><li>• I know how a country uses and distributes its natural resources (food, energy, minerals and water).</li><li>• I can understand how humans affect the environment over time.</li></ul> | <ul style="list-style-type: none"><li>• I can use key geographical language to describe processes (e.g. rivers: erosion, deposition, transportation.)</li><li>• I can lead a geographical enquiry into a contrasting region.</li><li>• I can compare and contrast this region with one in the UK in terms of features, climate, economy, land use and types of settlement</li><li>• I can discuss land use and draw conclusions about the reasons for this based on the human inhabitants and changing needs.</li><li>• I can ask and answer geographical questions to unpick why human geography may have changed over time.</li><li>• I can identify trade links around the world based on a few chosen items e.g. coffee, chocolate, bananas and discuss the impact of trade.</li><li>• I can describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li><li>• I can describe and understand key aspects of 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.</li></ul> |
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## Fieldwork



- I can plan a journey to a place in England.
- I can plan the steps and strategies for an enquiry.
- I can create maps e.g. plan a tour of the school, which includes the main geographical features you would see identified, with a more complex key.
- I can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc).
- I can choose effective recording and presentation methods e.g. tables to collect data.
- I can draw conclusions from data.
- I can explore features on OS maps using 6 figure grid references.
- I can measure straight line distances using the appropriate scale.

- I can plan a journey to a place in another part of the world, taking into account distance and time.
- I can make an aerial plan/map of the school or local area.
- I can classify local buildings.
- I can use recognised symbols to mark out local areas of interest on own maps.
- I can undertake an environmental or human use survey in the local area or on a visit - drawing comparisons with another locality.
- I can collate data collected to produce graphs and charts of the results.
- I can ask geographical questions e.g. how is traffic controlled? What are the main problems?

- I can plan an environmental or human use survey in the local area or on a visit.
- I can collate data collected to produce graphs and charts of the results drawing conclusions.
- I can use collected data to answer and raise further questions about my study.
- I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- I can 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 my knowledge of the United Kingdom and the wider world.
- I can 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.
- I can understand a widening range of geographical terms e.g. specific topic vocabulary - urban, rural, land, use, sustainability, tributary, trade links etc.