

Curriculum – Key Skills - Geography

Connected Geography

KS1: [KS1 Connected Geography 978-0-00-816787-5](#)

KS2 Year 3 & 4: [KS2 Y3&4 Connected Geography 978-0-00-816785-1](#)

KS2 Year 5 & 6: [KS2 Y5&6 Connected Geography 978-0-00-816788-2](#)

<p>EYFS</p> <p>Geography in Early Years is taught through the Understanding the World area of development. Children learn through enabling environments, both inside and outside the classroom, with teaching and learning support from others.</p> <p>Nursery</p> <ul style="list-style-type: none"> • Explore small world, notice detailed features of objects in their environment. • Develop an understanding of changes over time, comment/ask questions about aspects of their familiar world. • Develop and understanding of growth & decay, talk about things they have observed. • Show care & concern for living things and the environment, talk about why things happen and how things work. • Look closely at similarities, patterns and change. • Respond to open ended questions about things they have observed. <p>Reception</p> <ul style="list-style-type: none"> • Describe and draw what they see, hear and feel whilst outside. Use observation and discussion. • Explore the natural world around them. Looking closely at similarities, differences, patterns and change. Use stories, non-fiction texts and maps. • Understand the effect of changing seasons on the natural world around them. What do you notice? • Recognise some environments that are different to the one in which they live. Use stories, non-fiction texts and maps. • Make observations of animals and plants and explain why some things occur, and talk about changes. • Recognise some similarities and differences between life in this country and life in other countries. 					
<p style="text-align: center;">Year 1</p> <p>What is the Geography of Where I live?</p> <p>Why don't penguins need to fly?</p> <p>Where does my food come from?</p>	<p style="text-align: center;">Year 2</p> <p>How does the weather affect our lives?</p> <p>Why do we love being beside the sea so much? Note: Aspects will need to be adapted for our locality i.e beaches</p> <p>How does the geography of Kampong Ayer compare with the geography of where I live?</p>	<p style="text-align: center;">Year 3</p> <p>Why are jungles so wet and deserts so dry?</p> <p>How can we live more sustainably?</p> <p>Why do so many people in the world live in megacities?</p>	<p style="text-align: center;">Year 4</p> <p>Why do some earthquakes cause more damage than others?</p> <p>Beyond the Magic Kingdom: what is the Sunshine State really like?</p> <p>How and why is my local area changing</p>	<p style="text-align: center;">Year 5</p> <p>How do volcanoes affect the lives of people on Hiemaey?</p> <p>How is climate change affecting the world?</p> <p>Rivers</p>	<p style="text-align: center;">Year 6</p> <p>Why are mountains important?</p> <p>Why is fair trade fair?</p> <p>Local Study (Norwich) NOT COLLINS</p>
<p>Locational Knowledge</p>					
<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>Name and locate the world's seven continents and five oceans</p> <p>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>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 (X2)</p> <p>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 (X1)</p> <p>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)</p>	<p>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 (X3)</p> <p>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 (X1)</p> <p>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)</p>	<p>The countries (including the location of Russia), major cities and key physical and human geography of Europe</p> <p>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</p> <p>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</p> <p>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</p>	<p>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 (X1)</p>
<p>Place Knowledge: Compare and Contrast</p>					
<p>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>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country, and a region within North or South America</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country</p>	
<p>Human and Physical: Local and Global Scales</p>					
<p>Use basic geographical vocabulary to refer to key physical and human features</p> <p>Identify daily and seasonal 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>Use basic geographical vocabulary to refer to key physical and human features</p> <p>Identify daily and seasonal 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>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>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>Physical geography including climate zones and volcanoes</p> <p>Human geography including economic activity and trade links, and the distribution of natural resources including energy</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>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>

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Geographical Skills & Fieldwork					
<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 aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use simple observational skills to study key human and physical features of environments</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>	<p>Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features</p> <p>Use simple fieldwork and observational skills to study key human and physical features of environments</p> <p>Use simple compass directions and locational and directional language to describe the location of features and routes on a map</p>	<p>Use maps, atlases, globes and 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 maps, atlases, globes and 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 maps, atlases, globes and 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 maps, atlases, globes and 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>