**Essential Characteristics of geographers**

* Excellent knowledge of where places are and what they are like.
* Excellent understanding of how places are interdependent and interconnected including how human and physical geography are interrelated.
* Extensive range of geographical knowledge and vocabulary.
* Fluency in complex, geographical enquiry and the ability to apply questioning skills and use effective analytical and presentational techniques.
* Ability to reach clear conclusions and develop a reasoned argument to explain findings.
* Originality, imagination or creativity as shown in interpretations and representations of the subject matter.
* Highly developed and frequently utilised fieldwork and other geographical skills and techniques.
* A passion for and commitment to the subject, and a sense of curiosity to find out about the world and the people who live there.
* Ability to express well-balanced opinions, rooted in very good knowledge and understanding about current and contemporary issues in society and the environment.

**Breadth of Study: Key Stage 2**

* Locate the world’s counties, with a focus on Europe and countries of particular interest to pupils.
* Locate the world’s countries with a focus on North and South America and countries of particular interest to pupils.
* Identify key geographical features of the counties in the UK, and show an understanding of how some of these aspects have changed over time.
* Locate the geographical zones of the world.
* Understand the significance of the geographic zones of the world.

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| **Strand** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Investigate places** | * Ask and geographical questions about the physical and human characteristics of a location.
* Explain own views and locations.
* Use maps, atlases, globes and digital maps to locate countries.
* Use fieldwork to observe physical and human features in the local area using methods including sketch maps, plans and graphs and digital technologies.
* Identify the key physical and human features of a location.
* Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns.
* Name and locate the countries of Europe.
 | * Ask and answer geographical questions about the physical and human characteristics of a location.
* Explain own views and locations, giving reasons.
* Use maps, atlases, globes and digital maps to locate countries and describe features.
* Use fieldwork to observe and record physical and human features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
* Use a range of resources to identify the key physical and human features of a location.
* Name and locate counties and cities of the UK, 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.
* Name and locate the countries of Europe and identify their main physical and human characteristics.
 | * Collect statistics and other information in order to draw clear conclusions about locations.
* Identify how physical features affect the human activity within a location.
* Use a geographical resource to give detailed descriptions of the characteristic features of a location.
* Use a type of fieldwork sampling (random or systematic) to observe, measure and record the human and physical features in the local area. Record the results.
* Give views on the effectiveness of different geographical representations of a location.
* Name and locate some of the countries and cites in the world and their human and physical characteristics.
* Name and locate counties in North and South America.
 | * Collect and analyse statistics and other information in order to draw clear conclusions about locations.
* Identify and describe how physical features affect the human activity within a location.
* Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
* 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 results in a range of ways.
* Analyse and give views on the effectiveness of different geographical representations of a location.
* Name and locate some of the countries and cites in the world and their human and physical characteristics. Also, understand how some of these aspects have changed over time.
* Name and locate counties in North and South America and identify their main and physical characteristics.
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| **Investigate patterns** | * Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Topics of Cancer and Capricorn.
* Identify geographical similarities and differences between countries.
* Identify how the locality of the school has changed over time.
 | * Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Topics of Cancer and Capricorn. Describe some of the characteristics of these geographical areas.
* Describe geographical similarities and differences between countries.
* Describe how the locality of the school has changed over time.
 | * Identify the geographical significance of latitude and longitude, Arctic and Antarctic Circle and date time zones (day and night).
* Understand some of the reasons for geographical similarities and difference between countries.
* Describe how locations around the world are changing.
* Identify geographical diversity across the world.
* Understand that countries and geographical regions are interconnected and interdependent.
 | * Identify and describe the geographical significance of latitude and longitude, Arctic and Antarctic Circle and date time zones (day and night).
* Understand the reasons for geographical similarities and difference between countries.
* Describe how locations around the world are changing and explain some of the reasons for change.
* Describe geographical diversity across the world.
* Describe how countries and geographical regions are interconnected and interdependent.
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| **Communicate geographically** | * Identify key aspects of: physical geography (rivers, mountains and the water cycle) and human geography (settlement and land use)
* Build on the 4 point compass and begin to understand the eight-point compass, four figure grid references, symbols and key to communicate knowledge of the UK and the wider world.
 | * Describe key aspects of: physical geography (rivers, mountains and the water cycle) and human geography (settlement and land use)
* Use the eight-point compass, four figure grid references, symbols and key to communicate knowledge of the UK and the wider world.
 | * Understand key aspects of: physical geography (climate zones, biomes, vegetation belts, volcanoes and earthquakes) and human geography (settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
* Use the eight points of a compass, four-figure grid references, symbols and a key (uses the standard ordnance survey symbols).
* Create a map of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
 | * Describe and understand key aspects of: physical geography (climate zones, biomes, vegetation belts, volcanoes and earthquakes) and human geography (settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.
* Use the eight points of a compass, four and six-figure grid references, symbols and a key (uses the standard ordnance survey symbols) to communicate knowledge of the UK and the world.
* Create a range of maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land).
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**Different themes to cover across the school:**

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| **Year 3/4** | **Year 5/6** |
| Counties and cities of the UK | Name and locate countries of the world and similarities and differences between countries |
| Name and locate countries in Europe | Name and locate countries in North and South America |
| Hills, mountains, rivers and the water cycle | Climate zones, biomes, vegetation belts, volcanoes and earthquakes |
| Equator, Hemispheres and Tropics | Latitude, longitude, Arctic, Antarctic Circle and time zones |
| How has our school and the surrounding area changed over time? | How are locations around the world changing over time? |
| Settlements and land use patterns | Different types of fieldwork sampling of local area |
| Creating maps of school grounds | Creating maps of the local area |
| Using four and eight point compasses | Using eight point compasses |
| Using four-figure grid references | Using four and six-figure grid references |