Lawn Primary School

Geography Knowledge Map

Essential opportunities and essential learning objectives for Key Stages 1 and 2

Essential opportunities

Key Stage 1

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

Key Stage 2

- Locate the world's countries, with a focus on Europe, North and South America and countries of particular interest to pupils.
- Identify key geographical features of the countries of the United Kingdom, and show an understanding of how some of these aspects have changed over time.
- Locate the geographic zones of the world, and understand their significance.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area in the United Kingdom, a European country and within North or South America.
- 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 settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.
- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure 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.

Essential learning objectives

Objective	End of Key Stage 1	End of Year 4	End of Year 6
To investigate places	• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). • Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area. • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. • Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.	• Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. • 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. • Use a range of resources to identify the key physical and human features of a location.	• Collect and analyse statistics and other information in order to draw clear conclusions about locations. • Identify and describe how the physical features affect the human activity within a location. • Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps, and topological maps such as London's Tube map). • 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.

Objective	End of Key Stage 1	End of Year 4	End of Year 6
	• Use aerial images and plan perspectives to recognise landmarks and basic physical features. • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. • Name and locate the world's continents and oceans.	• 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. • Name and locate the countries of Europe and identify their main physical and human characteristics.	• Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. • 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 have changed over time. • Name and locate the countries of North and South America and identify their main physical and human characteristics.
To investigate patterns	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. • 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. • Identify land use around the school.	• Describe geographical similarities and differences between countries. • 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 characteristics of these geographical areas. • Describe how the locality of the school has changed over time.	• Understand some of the reasons for geographical similarities and differences between countries. • Describe geographical diversity across the world. • Describe how countries and geographical regions are interconnected and interdependent. • 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 zones (including day and night). • Describe how locations around the world are changing and explain some of the reasons for change.

To communicate geographically	• Use basic geographical vocabulary to refer to:
	  ◦ **key physical features**, including beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather
	  ◦ **key human features**, including city, town, village, factory, farm, house, office and shop.
	• Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.
	• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).
		• Describe key aspects of:
		  ◦ **physical geography**, including rivers, mountains, volcanoes and earthquakes, and the water cycle
		  ◦ **human geography**, including settlements and land use.
		• Use the eight points of a compass to communicate knowledge of the United Kingdom and the wider world.
		• Use four-figure grid references, symbols and keys (read and draw own) to communicate knowledge of the United Kingdom and the wider world.
			• 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 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 to communicate knowledge of the United Kingdom and the world.
			• Use four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world.
			• Create maps of locations identifying patterns (such as land use, climate zones, population densities, height of land).