



KS1 Geography Concepts and Skills



Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<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>*Understand geographical similarities and differences through studying the human and physical geography between the UK and in a contrasting non-European country, India</p>	<p>*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>*Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>*Use world maps, atlases and globes to identify the United Kingdom and its countries</p> <p>*Use simple compass directions (North, South, East and West)</p> <p>*Use locational and directional language (near, far, left, right)</p> <p>*Use aerial photographs</p> <p>*Use simple fieldwork and observational skills to study the school grounds and surrounding area</p>



KS2 Geography Concepts and Skills

Locational Knowledge	Place Knowledge	Human and Physical Geography	Geographical Skills and Fieldwork
<p>*Name and locate counties, cities and geographical regions of the UK</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>*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>*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 within North or South America (Brazil - Amazon Rainforest)</p>	<p>*Identify 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>*Describe and understand 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>*Describe and understand key aspects of: physical geography, including: mountains, volcanoes, earthquakes, climate zones, biomes, rivers and the water cycle</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 fieldwork to observe, measure, record and present the human and physical features</p>



Geographical Thinking and Enquiry Skills



Geographical enquiry encourages our students to make sense of new information, allowing them to construct geographical knowledge through questioning, investigation and critical thinking about our world and its population. We want our students to be actively engaged in investigating geographical questions and (human and physical) issues affecting the world around them today and in the future. We teach our students to think and speak like geographers to help them to find their identity within the world whilst having a sense of curiosity and respect for other people, cultures, places and environments around the world.

The three key concepts to geographical thinking are place, space and scale.

- **Place:** Focuses on the environment, both physical and human
 - What is this place called?
 - What is it like?
 - What human and physical features does it have?
 - How is it changing?
 - What do people do here?
 - How do I feel about it?
 - How does it compare to other places?
- **Space:** Highlights location and relationships
 - Where is this place?
 - How does it connect to other places?
 - How can it be mapped?
 - What is unique about its location?
- **Scale:** Introduces changes in perspective from the local to the global
 - How does my view of this place change when I zoom in or out?
 - How and why are places connected?
 - What is the local/global story?

