



## Geography at Lodge Farm

### Our vision for Geography

**INTENT:** For all children to develop their geographical skills and use enquiry-based research to extend their knowledge and understanding about the local area, the United Kingdom, Europe and the wider world.

**FINAL GOAL FOR THE END OF KS2:** For children to respect similarities and differences between themselves and others, deepen their understanding of the links between physical and human processes and to appreciate the part we all have to play in looking after our world.

Year group	National Curriculum Reference	EOY Intended knowledge – WHAT WILL THE CHILDREN KNOW? Including technical vocabulary	EOY Intended skills – WHAT WILL THE CHILDREN BE ABLE TO DO?
Year 1	<p><b><u>Locational knowledge</u></b>  <i>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i></p> <p><b><u>Human and physical geography</u></b>  <i>To identify seasonal and daily weather patterns in the United Kingdom.</i></p> <p><i>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></p> <p><i>To use basic geographical vocabulary to refer to key physical and human features, including: beach, cliff, coast, sea, ocean, season, weather, port and harbour.</i></p> <p><b><u>Geographical skills and fieldwork</u></b>  <i>To use world maps, atlases and globes to identify the United Kingdom and its countries.</i></p> <p><i>To 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.</i></p>	<p><b><u>The UK and the local area</u></b>            -Name, locate and identify characteristics of the four countries and capital cities of the UK and its surrounding seas on a map.            -Know about the features of their immediate environment. (Focusing on the school and its grounds).</p> <p><b><u>Human and Physical themes</u></b>            -Identify seasonal and daily weather patterns in the United Kingdom.            -Identify hot and cold areas in the world in relation to the Equator and North and South Poles. (Focus on the Arctic and Antarctic regions).            -Recognise and describe a natural environment. (Focus on comparing a seaside location to another non-European location) using basic geographical vocabulary to describe key physical and human features, including: beach, cliff, coast, sea, ocean, season, weather, port and harbour.</p>	<p><b><u>Map and atlas work</u></b>            -Use a UK wall map or atlas to locate and name the four countries and capital cities and its surrounding seas.            -Create a simple map of the school grounds, identifying key features.</p> <p><b><u>Fieldwork and Investigation</u></b>            -Locate features of the school grounds on a base map.            -Keep a daily weather chart based on first-hand observations using picture symbols, and present and discuss this data.</p>



## Geography at Lodge Farm

<p><b>Year</b> <b>2</b></p>	<p><b><u>Locational knowledge</u></b> <i>To name and locate the world's seven continents and five oceans.</i></p> <p><b><u>Place knowledge</u></b> <i>To 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.</i></p> <p><b><u>Human and physical geography</u></b> <i>To identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</i></p> <p><i>To 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.</i></p> <p><i>To refer to key human features, including: city, town, village, factory, farm, house, office, port.</i></p> <p><b><u>Geographical skills and fieldwork</u></b> <i>To use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.</i></p> <p><i>To 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.</i></p> <p><i>To 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 on a map.</i></p>	<p><b><u>The UK and the local area</u></b> -Make observations about and describe the local area and its physical and human geography. (Focus on the Stevenage area). -Identify key landmarks and points of interest</p> <p><b><u>World and Continents</u></b> -Name and locate the seven continents and five oceans on a globe or atlas.</p> <p><b><u>Physical themes</u></b> -Describe which continents have significant hot or cold areas and relate these to the Poles and the Equator. (Focus on the continent of Africa). -Use basic geographical vocabulary to describe the key physical and human features of an area, including: <i>beach, cliff, coast, forest, hill, mountain, sea, river, soil, valley, vegetation, season, weather, city, town, village, factory, farm, house, office, port, harbour and shop.</i></p> <p><b><u>Human themes</u></b> -Identify a range of human environments, such as the local area and contrasting settlements, and describe some of the activities that occur there.</p> <p><b><u>Understanding places and connections</u></b> -Understand geographical similarities and differences between two contrasting areas. -Describe their locality and how it is similar and different to a distant place.</p>	<p><b><u>Map and atlas work</u></b> -Use a world map, atlas or globe to name and locate the seven continents and five oceans. -Describe a journey on a map of the local area using simple compass directions and locational and directional language.</p> <p><b><u>Fieldwork and Investigation</u></b> -Use aerial photographs to identify physical and human features of a locality. -Draw a map with a basic key of places showing landmarks.</p>
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## Geography at Lodge Farm

<p><b>Year</b> <b>3</b></p>	<p><b><u>Locational knowledge</u></b>  <i>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.</i></p> <p><i>To 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.</i></p> <p><b><u>Place knowledge</u></b>  <i>To 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.</i></p> <p><b><u>Human and physical geography</u></b>  <i>To describe and understand key aspects of physical geography, including rivers and mountains.</i></p> <p><i>To describe and understand key aspects of human geography, inc. types of settlement and land use.</i></p> <p><b><u>Geographical skills and fieldwork</u></b>  <i>To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i></p> <p><i>(Continuing from work in Key Stage 1)-To use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.</i></p> <p><i>To use four-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</i></p> <p><i>To use a range of methods in their investigation work, including sketch maps, plans and graphs, and digital technologies.</i></p>	<p><b><u>The UK and the local area</u></b>          -Describe where the UK is located and locate where they live in the UK using terminology such as north, south, east and west.          -Know some of the names of nearby counties.          -Locate and describe some human and physical characteristics of the UK.</p> <p><b><u>World and Continents</u></b>          -Locate some countries and their capital cities in Europe and North/South America on a map or atlas.          -Identify some of the states of the USA on a map.</p> <p><b><u>Human themes</u></b>          -Identify and sequence a range of settlement sizes from a village to a city.          -Describe some of the characteristics of settlements with different functions. E.g. coastal towns.          -Use appropriate vocabulary to describe the main land uses within urban areas and identify key characteristics of rural areas.</p> <p><b><u>Understanding places and connections</u></b>          -Understand the physical and human geography of the UK and its contrasting environments.          -Explain how some regions are different from others.          -Describe similarities and differences between some regions in Europe and North/ South America and identify special connections. E.g. celebrating similar festivals, shared traditions etc.</p>	<p><b><u>Map and atlas work</u></b>          -Use an atlas and maps to locate the United Kingdom and the area they live in.          -Use a map or atlas to locate some countries and capital cities in Europe and North and South America.          -Begin to use four-figure grid references.          -Identify locations on a map using terminology such as north, south, east and west.</p> <p><b><u>Fieldwork and Investigation</u></b>          -Use the zoom function of a digital map to locate places.          -Present information gathered in fieldwork using simple graphs.</p>
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## Geography at Lodge Farm

<p><b>Year</b> <b>4</b></p>	<p><b><u>Locational knowledge</u></b> <i>To identify the position and significance of latitude, longitude, Equator, Northern and Southern hemispheres, Arctic and Antarctic Circle, the Prime/ Greenwich Meridian and time zones (including day and night).</i></p> <p><b><u>Place knowledge</u></b> <i>To 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.</i></p> <p><b><u>Human and physical geography</u></b> <i>To describe and understand key aspects of physical geography, including: climate zones, biomes, vegetation belts, rivers and mountains.</i>  <i>To establish an understanding of the interaction between physical and human processes.</i></p> <p><b><u>Geographical skills and fieldwork</u></b> <i>To use the eight points of a compass, four-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.</i>  <i>To use symbols and a key (including the use of OS maps) to build their knowledge of the UK and the wider world.</i>  <i>To use a range of methods in their investigation work, including sketch maps, plans and graphs, and digital technologies.</i>  <i>To use fieldwork to observe, measure, record and present the human and physical features of a chosen area.</i></p>	<p><b><u>World and Continents</u></b> -Identify the position of the Prime/ Greenwich Meridian and understand the significance of latitude and longitude and time zones.</p> <p><b><u>Physical themes</u></b> -Indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. (Focus on deserts and rainforests). -Use simple geographical vocabulary to describe significant physical features of an area and talk about how they change. -Describe a river and mountain environment using appropriate geographical vocabulary. -Understand the main stages of the water cycle and name some of the processes associated with rivers and mountains. -Describe the different stages of the water cycle in the correct sequence and draw a labelled diagram to show the process. -Know how mountains are formed.</p> <p><b><u>Understanding places and connections</u></b> -Understand how physical processes can cause hazards to people. (E.g. flooding, rockfall, volcanoes, avalanches etc). -Describe some of the advantages and disadvantages of living in hazard-prone areas.</p>	<p><b><u>Map and atlas work</u></b> -Use four-figure grid references. -Give direction instructions up to eight compass points. -Use large scale maps with symbols and a key.</p> <p><b><u>Fieldwork and Investigation</u></b> -Make a simple scale plan of a room. -Make a map of a short route with features in the correct order and in the correct places with a key. -Work in groups to carry out fieldwork, selecting appropriate techniques.</p>
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## Geography at Lodge Farm

<p><b>Year</b> <b>5</b></p>	<p><b><u>Locational knowledge</u></b> <i>To 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.</i></p> <p><b><u>Place knowledge</u></b> <i>To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.</i></p> <p><b><u>Human and physical geography</u></b> <i>To 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.</i></p> <p><i>To describe and understand key aspects of physical geography, including: rivers, mountains and the water cycle.</i></p> <p><b><u>Geographical skills and fieldwork</u></b> <i>To 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.</i></p> <p><i>To 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></p>	<p><b><u>The UK and the local area</u></b> -Locate and describe several physical environments in the UK, e.g. coastal area and mountain environments <i>and how they change.</i> -Locate the UK's major urban areas, knowing some of their distinct characteristics and <i>how they have changed over time.</i> -Recognise broad land use patterns of the UK – industrial, farming, ports/trade, tourism.</p> <p><b><u>Human themes</u></b> -Within the UK, to know and understand what life is like in cities and in villages and in a range of settlement sizes. -Understand that the products we use are imported as well as locally produced. -Explain how the types of industry in an area have changed over time. -Understand where our energy and natural resources come from.</p> <p><b><u>Physical themes</u></b> -Describe what the climate of a region is like and how animals and plants are adapted to it. -Understand how food production is influenced by climate.</p> <p><b><u>Understanding places and connections</u></b> -Understand how a region has changed and how and why it is different from another region of the UK. -Explain several threats to wildlife/ habitats.</p>	<p><b><u>Map and atlas work</u></b> - Use physical and political maps to describe the key physical and human characteristics of some regions of the United Kingdom. -Use thematic maps of the United Kingdom for specific purposes, e.g. to make comparisons between the population levels in different areas -Use four-figure, and find six-figure, grid references. -Read and compare map scales.</p> <p><b><u>Fieldwork and Investigation</u></b> -Make sketch maps of areas using symbols and a key. -Use digital maps to investigate features of an area. -Carry out a fieldwork investigation in an urban area and/or a rural area using appropriate techniques.</p>
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## Geography at Lodge Farm

<p><b>Year</b> <b>6</b></p>	<p><b><u>Locational knowledge</u></b> <i>To 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.</i></p> <p><i>To 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).</i></p> <p><b><u>Place knowledge</u></b> <i>To 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.</i></p> <p><b><u>Human and physical geography</u></b> <i>To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes.</i></p> <p><b><u>Geographical skills and fieldwork</u></b> <i>To use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</i></p> <p><i>To 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 UK and the wider world.</i></p> <p><i>To use fieldwork to observe, measure, record and present the human and physical features of an area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</i></p>	<p><b><u>World and Continents</u></b> -Locate cities, countries and regions of Europe and North/South America on maps. -Describe the key physical and human characteristics and environmental regions of Europe and North/South America. -Locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude and relate this to their time zone, climate seasons, and vegetation.</p> <p><b><u>Physical themes</u></b> -Understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. -Describe and understand a range of key physical processes and the resulting landscape features, e.g. the effect of volcanoes, earthquakes or avalanches.</p> <p><b><u>Understanding places and connections</u></b> -Know information about a region of Europe and North or South America, its physical environment and climate, and economic activity. -Explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p>	<p><b><u>Map and atlas work</u></b> -Use physical and political maps to describe the key physical and human characteristics of some regions of Europe or North and South America. -Use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones. -Use thematic maps of regions of Europe or North and South America for specific purposes, e.g. to make comparisons between areas for food production. -Use four-figure and six-figure grid references. -Describe height and slope from a map</p> <p><b><u>Fieldwork and Investigation</u></b> -Make sketch maps of areas using symbols, a key and a scale. -Use digital maps to investigate features of an area. -Plan and carry out a fieldwork investigation and present information gathered in a range of ways (including different graphs).</p>
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