



**HCAT**

**Geography Curriculum**

## Geography

### KS1

#### Geographical skills and fieldwork

- 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
- use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
- 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
- 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.

### KS2

#### Location knowledge

- 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
- 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
- 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)

#### Place knowledge

- 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

#### Human and physical geography

- describe and understand key aspects of:
- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

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- 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

## **Geographical skills and fieldwork**

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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.

**Geography****Key Concepts**

Pupils' progress in geography is underpinned by key forms of knowledge that are worth considering to enable pupils' future learning. An example of this is the use of 'key' concepts. Planned, systematic encounters with key concepts alongside substantive and disciplinary knowledge in specific and varied contexts are likely to support pupils' progress. Many of these key concepts feature regularly throughout the study of geography in a range of contexts. As a result, they are particularly important to pupils' understanding of new material.

At HCAT, we have collated various key concepts into categories to consider when planning geographical topics. Teachers might cover a range of key concepts and some of these will be revisited in children's later studies to ensure progression in geography.

HCAT Key Concepts	
Human	Physical
Places and Locations	
Environments and Topography	
People and Settlements	
Weather, Climate and Seasons	
Map Work and Fieldwork	

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Assessment Criteria - Incerts	Transition	KS1	Lower KS2	KS2
<p><b>Children show knowledge, skills and understanding in studies at a local scale.</b></p>	<p>I can mark on a map of the British Isles, where I live and any other locations I know about.</p> <p>I can look at places and draw features I like or dislike, sorting them into groups.</p> <p>I can mark on a map of the local area, the location of the school.</p> <p>I am beginning to name and locate the countries of the United Kingdom.</p> <p>I am beginning to learn a few things about the countries and capital cities of the United Kingdom.</p> <p>I am beginning to learn that the world is made up of continents and oceans.</p>			
<p><b>Children recognise and make observations about physical and human features of localities.</b></p>	<p>I am beginning to learn about places in the United Kingdom using geographical words such as physical and human.</p> <p>I am beginning to learn some basic geographical vocabulary.</p>			
<p><b>Children express views on features of the environment of a locality.</b></p>	<p>I can question ‘what is this place like?’</p> <p>I can tell others the things I like and dislike about a place.</p> <p>I can use geography skills when looking at a contrasting locality in the UK.</p>			
<p><b>Children use resources that are given to them, and their own observations, to ask and respond to questions about places and environments.</b></p>	<p>I can use books, stories and other information to find out about places.</p> <p>I can make drawings of an area I am finding out about.</p>			
<p><b>Children show knowledge and understanding of weather patterns</b></p>	<p>I can identify that the weather changes.</p>			
		KS1	Lower KS2	KS2
<p><b>Children can identify seasonal and daily weather patterns in the United Kingdom.</b></p> <p><b>INCERTS - A</b></p>		<p>I can identify both seasonal and daily weather patterns in the United Kingdom.</p>		

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<p><b>Children are comparing and contrasting places using their knowledge of physical and human geography.</b></p> <p><b>INCERTS - B</b></p>		<p>I can describe the human and physical geography of our local area and of a small area in a contrasting non-European country.</p> <p>I can give reasons for the similarities and differences between places, using geographical language.</p> <p>I can compare places where people live and give reasons for the differences.</p>	<p>I can identify the geographical similarities and differences in 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>I understand the human and physical characteristics of cities and regions of the United Kingdom and the world.</p> <p>I understand and can give reasons for the geographical similarities and differences of the 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.</p> <p>I can compare and contrast between the places that I have studied and give reasons for the differences.</p>
<p><b>Children show geographical knowledge of the United Kingdom.</b></p> <p><b>INCERTS - C</b></p>		<p>I can name and locate the four countries of the United Kingdom, and its surrounding seas. (England, Scotland, Wales and Northern Ireland, English Channel, North Sea, Irish Sea, Atlantic Ocean).</p>	<p>I can locate the capital cities of the four countries of the United Kingdom, and its surrounding seas.</p>	<p>I can locate the United Kingdom's counties and cities, geographical regions and key topographical features.</p> <p>I can name and locate counties and cities of the United Kingdom, geographical regions, 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><b>Children understand the geographical characteristics of the United Kingdom and the world.</b></p> <p><b>INCERTS - D</b></p>		<p>I can identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</p>	<p>I can identify the human and physical characteristics of cities and regions of the United Kingdom.</p> <p>I can compare and contrast places that I have studied using the physical and human features for my comparisons.</p> <p>I can give some reasons for the similarities and differences between places.</p>	<p>I understand human and physical characteristics of cities and regions of the United Kingdom and the world.</p>
<p><b>Children show geographical knowledge of the world and environmental regions.</b></p> <p><b>INCERTS - E</b></p>		<p>I can name the world's seven continents and five oceans (Antarctica, Europe, South America, North America, Asia, Africa, Oceania, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean).</p>	<p>I can locate the world's environmental regions.</p>	<p>I can locate the world's environmental regions and major cities.</p> <p>I can 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><b>Children use maps and globes to support their geographical understanding.</b></p> <p><b>INCERTS - G</b></p>		<p>I can identify key features when studying maps, aerial photographs and planned perspectives of areas I am studying.</p>	<p>I can identify the features of countries located on maps, atlases, globes and digital mapping.</p> <p>I can use the contents and index pages of an atlas to find places and use my knowledge of the 7 continents to help me locate places in the contents.</p>	<p>I can use the contents and index pages of an atlas to find places quickly and use my knowledge of the 7 continents to help me locate places in the contents.</p> <p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>

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<p><b>Children use geographical map skills.</b></p> <p><b>INCERTS - H</b></p>		<p>I can use the contents and index pages of an atlas to find places.</p> <p>I can use locational and directional language to describe the location of features on a map (near, far, left and right).</p>	<p>I can use the four points of a compass, four figure grid references, symbols and keys to build knowledge of the UK and the wider world.</p> <p>I can use aerial photographs to help describe a location in greater detail.</p>	<p>I can use the 8 points of a compass, 6-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><b>Children use fieldwork skills.</b></p> <p><b>INCERTS - I</b></p>		<p>I can use simple fieldwork and observational skills to study the geography of school and its grounds.</p> <p>I can identify the key human and physical features of the surrounding environment.</p> <p>I am beginning to create sketches of the features of a location.</p>	<p>I can draw simple maps and field sketches of areas I am studying and use basic symbols in a key.</p> <p>I can find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.</p>	<p>I can 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.</p> <p>I can collect statistics about people and places and present them in most appropriate ways.</p> <p>I can find out about places and the features in those places by either going to that place to observe or by deciding which will be the best sources of information to look at.</p> <p>I can look at and draw maps and plans of localities I have studied that include keys, grid references, a scale, compass rose, Ordnance Survey symbols and colour coding.</p>
<p><b>Children show an understanding of latitude and longitude.</b></p> <p><b>INCERTS – J</b></p>		<p>I can identify the location of the Equator and the North and South poles.</p>	<p>I can identify the location of hot and cold places around the world.</p> <p>I can describe the position of hot and cold places in relation to the Equator and North and South poles.</p>	<p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Prime/Greenwich Meridian and time zones (including day and night).</p>
<p><b>Children describe and are beginning to explain geographical patterns and physical processes.</b></p> <p><b>INCERTS - K</b></p>			<p>I can identify and describe key patterns and processes affecting the physical environment.</p> <p>I can identify the parts of a river and the areas around.</p> <p>I can explain the process of erosion and deposition.</p> <p>I understand how erosion, deposition and flooding can affect people.</p>	<p>I can describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>
<p><b>Children describe and are beginning to explain geographical patterns, human processes and the effect on the environment.</b></p> <p><b>INCERTS - L</b></p>			<p>I can identify and describe key patterns and processes affecting the human environment.</p> <p>I understand how I can contribute to a reduction in climate change.</p> <p>I can summarise ways that people are trying to manage an environment.</p>	<p>I can describe 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>I can identify human activities within an environment and how this can change an environment.</p>

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			<p>I can describe a place in terms of how economically developed it is.</p> <p>I can describe different points of view on an environmental issue affecting a locality and give my opinion on the issue, giving reasons.</p>	
<p><b>Children use their geographical vocabulary to describe the places that I have studied.</b></p> <p><b>INCERTS - F</b></p>		<p>I can use basic geographical vocabulary to refer to key physical and human features.</p> <p>I can use the vocabulary of country and continent when describing the location of a place.</p> <p>I can describe a place both verbally and through my writing skills using information I have found out using my geography words well.</p>	<p>I can describe a place using information I have found out using my geographical words well.</p> <p>When I describe where a place is I use continent, country, region and names of capital cities.</p> <p>I can choose the most appropriate writing skills to communicate what I know using geographical language.</p>	<p>When I describe where a place is I use continent, country, region and names of towns and cities.</p> <p>I can choose the most appropriate writing skills to communicate what I know about a place using my geographical words well and thinking about my audience.</p>



# Geography

## Geography Curriculum in EYFS



**Understanding the World (educational programme) The Natural World:** Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries, and museums to meeting important members of society such as police officers, nurses, and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes, and poems will foster their understanding of our culturally, socially, technologically, and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.

Skills and knowledge (Fluid across FS1 FS2)	What does this look like in provision/adult interactions?	Transition to KS1	Characteristics of effective learning
<ul style="list-style-type: none"> <li>- Explore natural materials (0-3)</li> <li>- Explore and respond to different natural phenomena in their setting and on trips (0-3)</li> </ul>	<ul style="list-style-type: none"> <li>- FS1 providing sensory, textures in the environment and opportunities for this outdoors (woodland walks etc) welly walks, forest schools, looking at the changes of flowers, planting seeds, looking for minibeasts, providing opportunities of cultural capital e.g., sand, shells, pebbles, paddling.</li> <li>- Encourage children to bring natural materials into the setting, such as leaves, and conkers picked up from the pavement or park during autumn.</li> </ul>		<p>Children in EYFS learn at different rates and abilities through:</p> <ul style="list-style-type: none"> <li>• <b>Playing and exploring</b> – children investigate and experience things, and ‘have a go’</li> </ul>
<ul style="list-style-type: none"> <li>- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (3-4)</li> </ul>	<ul style="list-style-type: none"> <li>- Creating different environments or buildings around the world in construction areas. Giving children picture props to have access to this.</li> <li>- Creating own books of our own families and families around the world</li> <li>- Celebrations such as Diwali to show different community celebrations, allowing children’s curiosity to be explained and ask questions.</li> <li>- Using a diverse range of props, puppets, dolls, open ended resources for children to notice and talk about similarities and differences (people and environments)</li> </ul>	<ul style="list-style-type: none"> <li>- I can look at places and draw features I like or dislike, sorting them into groups</li> <li>- I am beginning to name and locate the countries of the United Kingdom</li> <li>- I am beginning to learn a few things about the countries and capital cities of the UK</li> <li>- I am beginning to learn that the world is made up of continents and oceans</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Active learning</b> – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements</li> </ul>
<ul style="list-style-type: none"> <li>- Draw information from a simple map. (4-5)</li> </ul>	<ul style="list-style-type: none"> <li>- Aerial views from google to look at places that are familiar to them and that they would recognise and introducing them to other places.</li> <li>- Linking learning to interests, drawing maps of the environment in hooks for learning, treasure maps, maps on environmental walks</li> <li>- Capturing children’s attention to their immediate environment, modelling vocabulary where appropriate e.g. name of the road they live or the school, village, town, city the school is located in.</li> </ul>	<ul style="list-style-type: none"> <li>- I can mark on a map of the British Isles, where I live and any other locations I know about</li> <li>- I can mark on a map of the local area, the location of the school</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Creating and thinking critically</b> – children have and develop their own ideas, make links between ideas, and develop strategies for doing things</li> </ul>
<ul style="list-style-type: none"> <li>- Understand that some places are special to members of their community. (4-5)</li> </ul>	<ul style="list-style-type: none"> <li>- Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible (what makes our community important, building on parent partnership, could you invite parents in?)</li> <li>- Invite visitors from different religious and cultural communities into the classroom to share their experiences with children.</li> </ul>	<ul style="list-style-type: none"> <li>- I can use books, stories, and other information to find out about places.</li> </ul>	
<ul style="list-style-type: none"> <li>- Recognise some similarities and differences between life in this country and life in other countries. (4-5)</li> </ul>	<ul style="list-style-type: none"> <li>- Exploring different geographical stories from around the world e.g. <u>Handa’s Surprise</u></li> <li>- Tasting and trying different foods from around the world</li> <li>- Using apps such as 360 cities to explore other countries geographical content/scenery. How is this different to where we live?</li> <li>- Use globes to show children how big the world really is.</li> </ul>	<ul style="list-style-type: none"> <li>- I am beginning to learn about places in the UK using geographical words such as physical and human.</li> <li>- I am beginning to learn some basic geographical vocabulary.</li> </ul>	
<ul style="list-style-type: none"> <li>- Explore the natural world around them. (4-5)</li> </ul>	<ul style="list-style-type: none"> <li>- Ensuring outdoor provision is always accessible (if it is safe to do so) giving children the freedom to foster curiosity for our outdoors through sensory and high-quality adult interactions, through lots of active learning</li> <li>- Creating opportunities to discuss how we care for the natural world around us. -sing songs and join in with rhymes and poems about the natural world.</li> </ul>	<ul style="list-style-type: none"> <li>- I can make drawings of an area I am finding out about.</li> </ul>	
<ul style="list-style-type: none"> <li>- Recognise some environments that are different from the one in which they live (4-5)</li> </ul>	<ul style="list-style-type: none"> <li>- Teach children about a range of contrasting environments within both their local and national region.</li> <li>- Model the vocabulary needed to name specific features of the world, both natural and made by people, e.g. wonders of the world.</li> <li>- Share non-fiction texts that offer an insight into contrasting environments.</li> </ul>	<ul style="list-style-type: none"> <li>- I can question “what is this place like?”</li> <li>- I can tell others the things I like and dislike about a place</li> <li>- I can use geography skills when looking at a contrasting locality in the UK</li> </ul>	
<ul style="list-style-type: none"> <li>- Understand the effect of changing seasons on the natural world around them. (4-5)</li> </ul>	<ul style="list-style-type: none"> <li>- Guiding children’s understanding by draw children’s attention to the weather and seasonal features.</li> <li>- Provide opportunities for children to note and record the weather e.g. BBC weather apps, is the weather different in other parts of the world?</li> <li>- Outdoors in all weathers, observing the natural world take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change (mini beasts)</li> </ul>	<ul style="list-style-type: none"> <li>- I can identify that the weather changes</li> </ul>	

**Early Learning Goal:**

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
- Explains some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and maps
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter
- Knows some similarities and differences between the natural world around them and contrasting environments