



# Becoming a geographer



How do we learn about geography?

	Key Stage			
	EYFS	KS1	LKS2	UKS2
Locational knowledge	<ul style="list-style-type: none"> <li>-To know there are different countries in the world.</li> <li>- To use stories and pictures to talk about differences in life in other countries.</li> <li>-Talk about what is the same and different in life in this country and in other countries.</li> <li>- Talk about the area I live in, including what the weather is like.</li> <li>-To describe my own environment and local area.</li> <li>-Describe another environment which is different to ours that we live in e.g. desert, Arctic, etc.</li> <li>-To contrast the natural world around me with different environments.</li> </ul>	<ul style="list-style-type: none"> <li>-Use maps, atlases and globes to identify the United Kingdom and its countries.</li> <li>-Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom.</li> <li>-Name and locate the world's seven continents.</li> <li>-Name and locate the world's five oceans.</li> <li>-Name and locate the surrounding seas of the United Kingdom.</li> <li>-Find similarities and differences of the UK to non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>-Name and locate cities of the United Kingdom</li> <li>-To understand and explain the importance of the Prime/Greenwich Meridian to London's history and its importance today.</li> <li>-To know the countries that make up the continent of Europe, including Russia.</li> <li>-To understand geographical similarities and differences through the study of human and physical geography a region within Europe.</li> </ul>	<ul style="list-style-type: none"> <li>-Locate the world's countries using maps to focus on Europe.</li> <li>-To know the countries that make North America.</li> <li>-To know the countries that make South America.</li> <li>-To name and locate counties across the UK. To know the county the children live in and the ones that surround our own.</li> <li>-Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle</li> <li>-To understand geographical similarities and differences through the study of human and physical geography a region within North or South America</li> </ul>



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<p>Human Features</p>	<ul style="list-style-type: none"><li>-Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell. So I am starting to explore the natural world.</li><li>- Use the correct vocabulary such as road village, town and city.</li><li>-Describe the school environment and the environment around it using what I know from observation, discussion, stories/non-fiction and maps.</li><li>-Talk about religion and culture within my country the UK. Also discuss how different people celebrate Christmas and other festivals such as the harvest festival.</li><li>- Talk about some special places such as where people worship in our and other communities.</li></ul>	<ul style="list-style-type: none"><li>-To use basic geographical vocabulary (cities, town, shop, village, house, factory)</li><li>-To use basic geographical vocabulary to refer to farm, shop</li><li>-To use basic geographical vocabulary to refer to port, harbour.</li></ul>	<ul style="list-style-type: none"><li>-To understand how the human geography of London has changed over time.</li><li>-To be able to explain why people are attracted to live in cities</li><li>-To describe and understand key aspects of human geography including land use and the distribution of food, minerals and water.</li></ul>	<ul style="list-style-type: none"><li>-To understand the economic activity including trade links.</li><li>-To describe and understand key aspects of human geography including the distribution of natural resources, including energy food, minerals and water.</li><li>-To be able to explain why people are attracted to live by rivers</li></ul>
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	-Talk about what I can see outside using a wide vocabulary.			
Physical features	<p>-Make detailed observations of the world around me thinking about my senses- feel, hear, see, smell.</p> <p>-Explore and talk about the natural world using what I know from stories/non-fiction.</p> <p>-Describe the school environment and the environment around it using what I know from observation, discussion, stories/non-fiction and maps.</p> <p>-Talk about what I can see outside using a wide vocabulary.</p> <p>-Talk about the area I live in, including what the weather is like.</p>	<p>-To understand the physical geography of inner cities</p> <p>-Identify seasonal and daily weather patterns in the UK</p> <p>-Identify hot and cold areas of the world in relation to the equator and the north and south poles</p> <p>-Use the basic geographical vocabulary to refer to beach, cliff, coast, sea, ocean.</p> <p>-Use the basic geographical vocabulary to refer to season and weather.</p> <p>-Use the basic geographical vocabulary to refer to forest, hill, soil, river.</p>	<p>-Name and locate the main seas of the UK.</p> <p>-To understand how the physical geography of London has changed over time.</p> <p>-Name and locate the main seas that surround Europe.</p> <p>-Describe and understand key aspects of natural phenomena, volcanoes and earthquakes and tsunamis.</p> <p>-Describe and understand physical aspects of rivers.</p> <p>-Describe and understand physical aspects of the water cycle.</p>	<p>-To understand the three climate zones of Spain.</p> <p>-To further explore given physical features of different countries (the Pyrenees, the main rivers in Spain)</p> <p>-Name and locate the main rivers of the UK.</p> <p>-To name and locate some of the areas of high ground in the UK.</p> <p>-To name and locate the seas that surround North and South America.</p> <p>-To describe and understand key aspects of climate zones, biomes and vegetation belts.</p>



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How do we learn about geography?

	-Talk about the weather linked to seasonal change and name all the seasons.			
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How do we learn about geography?

	EYFS mapping and fieldwork					
	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
EYFS	<ul style="list-style-type: none"> <li>-Draw information from a simple map.</li> <li>-Describe the school environment and the environment around it using what I know from observation, discussion, stories/non-fiction and maps.</li> </ul>					
	<p><b>Work confidently with:</b> some games with maps</p> <p><b>Have experience:</b> some storybook and non-fiction maps</p> <p><b>Introduce:</b> simple maps</p> <p><b>Context:</b> focus on the local scale-- home and school</p>					



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How do we learn about geography?

	Key Stage 1- mapping and fieldwork					
	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
Year 1 and 2	I can find information on aerial photographs. I know that maps give information about the world (where and what?) I can recognise simple features on maps such as buildings, roads and fields. I can use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. I can use a simple map of the school grounds to navigate around identified points. I can begin explaining why	I am beginning to use directional vocabulary. I can say which direction N,S,E,W is for example, using a compass in the playground.	I can draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.	I can use symbols on maps (own and class agreed symbols). I know that symbols mean something on maps. I am beginning to realise why maps need a key.	I know that when you 'zoom in' you see a smaller area in more detail.	With support, I can find places using a simple name search. I can draw around simple shapes and explain what they are on the map for example, houses. With support, I can zoom in and out of a map.



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How do we learn about geography?

	places are where they are.					
<p><b>Work confidently with:</b> aerial photographs, games with maps and globes.</p> <p><b>Have experience:</b> of a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales and globes and atlases.</p> <p><b>Introduce:</b> simple grids, four cardinal points, basic digital mapping tools, zoom function of digital maps.</p> <p><b>Context:</b> focus on the local scale-- home, school, neighbourhood, everyday lives (their own and others), work in the school grounds; global scale - world maps, globes and through story</p>						



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How do we learn about geography?

	Lower Key Stage 2 - mapping and fieldwork					
	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
Year 3 and 4	I can use atlases, maps and globes. I can use simple route maps. I can locate features on maps. I can recognise some patterns on maps and begin to explain what they show. I can give maps a title to show their purpose. I can use thematic maps. I can explain what places are like using maps at a local scale.	I can use simple grids. I can give direction instructions up to 8 cardinal points. I can use 4-figure coordinates to locate features.	I can make a map of small area with features in correct places. I can draw a simple sketch map.	I can give maps a key with standard symbols.	I can use the scale bar to estimate distance. I can use the scale bar to calculate some distances.	I can use the zoom function to locate places. I can use the zoom function to explore places at different scales.





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How do we learn about geography?

	<p><b>Work confidently with:</b> Large scale street maps and large scale Ordnance Survey maps, aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps and 4-figure coordinates.</p> <p><b>Have experience:</b> of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.</p> <p><b>Introduce:</b> what 6-figure Grid References mean, 8 cardinal points, greater independence in using digital mapping tools.</p> <p><b>Context:</b> a range of places in the wider locality and in contrasting localities, fieldwork in the wider locality.</p>
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	Upper Key Stage 2- mapping and fieldwork					
	Using and interpreting	Position and orientation	Drawing	Symbols	Perspective and scale	Digital map making
Year 5 and 6	I can relate maps to each other and to vertical aerial photographs. I can use index and contents page of atlas. I can use thematic maps for specific purposes. I know that purpose, scale, symbols and style are related. I can interpret and	I can give directions and instructions to 8 cardinal points. I can use latitude and longitude in an atlas or globe.	I can make sketch maps of an area using symbols and key. I can make a plan for example, garden, play park; with scale. I can design maps from descriptions. I can draw thematic maps for example, local open spaces. I can draw scale plans.	I appreciate maps cannot show everything.	I can use a range of viewpoints up to satellite. I can use models and maps to talk about I can use a scale bar on all maps.	I can use area and point markers to illustrate a theme. I can use maps at different scales to illustrate a story or issue I can use maps to research factual information about locations and features.



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How do we learn about geography?

	use thematic maps for information.					
<p><b>Work confidently with:</b> Large scale street maps and large scale Ordnance Survey maps, aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps and 6-figure coordinates.</p> <p><b>Have experience:</b> of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates</p> <p><b>Introduce:</b> what 6 figure Grid References mean and how to calculate them.</p> <p><b>Context:</b> a range of places at different scales and with different themes, fieldwork in the wider and distant locality.</p>						