

Porter Croft Geography Overview

Aims from National curriculum - KS1- Knowledge and Skills

The national curriculum for geography aims to ensure that all pupils:

- ♣ develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- ♣ understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- ♣ are competent in the geographical skills needed to:
 - ♣ collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ♣ interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
 - ♣ communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

KS1- Knowledge and Skills

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Year Group	Locational Knowledge	Place Knowledge	Human & Physical Geography Skills	Skills and Fieldwork
<i>NC : curriculum</i>	<ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 • 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 	<ul style="list-style-type: none"> • 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 [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1

Porter Croft Geography Overview

			<ul style="list-style-type: none"> key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>and 2 3</p> <ul style="list-style-type: none"> 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.
Y1	<ul style="list-style-type: none"> To name and locate the world's seven continents and five oceans. Find Antarctica-UK and Australia on a map - understand that both a map and a globe show the same thing. To have an action and fact for each continent to aid memory. To create own world map. Study pictures/videos of a locality and ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? Express own views about a place, people and environment. Draw and label pictures to show how places are different. 	<ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a Sheffield and Australia/Antarctica Use both maps and globes, identify the coldest places in the world – The North and South pole, related to their study of the Antarctica. Make predictions about where the hottest places in the world are? Children to identify the equator and locate the places on the Equator which are the hottest. 	<ul style="list-style-type: none"> To Identify seasonal and daily weather patterns in the United Kingdom. To look at extreme weather and link to the flooding in Sheffield (2007 and 2019). To use basic geographical vocabulary to refer to: key physical features found in Sheffield and our school grounds. E.g. fields, trees, rivers, lakes, ponds. key human features found in Sheffield and Porter Valley E.g. city, town, village, factory, farm, house, office, road and shop 	<ul style="list-style-type: none"> To use world maps, atlases and globes to identify the United Kingdom and the continents and oceans. To use simple compass directions (North, South, East and West) during games and orally using locational and directional language to direct a partner. Explore the local woodland/ Ecclesall Woods and compare to wildlife near PC school To use aerial photographs of Sheffield and School to recognise landmarks and basic human and physical features. E.g. Meadowhall , school, the town centre, the Peak District To devise a simple map and use and construct

Porter Croft Geography Overview

				<p>basic symbols in a key of an island to find the pirate's treasure.</p> <ul style="list-style-type: none"> To use simple fieldwork and observational skills to study the geography of school and the grounds and the key human and physical features of its surrounding environment. Children to make suggestions for the cause of the differences. Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures. Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.
Y2	<ul style="list-style-type: none"> Use maps and globes to locate the UK. Find the different space travel launch places- Look at pictures of Earth from Space- compare with globe Be able to identify the 4 countries and label the capital cities. To locate Sheffield and other cities and towns significant to us. To find and name the seas which surround the UK Explain the purpose of a capital city and form opinions on how this affects population size. Study pictures/videos of two 	<ul style="list-style-type: none"> Compare life in Sheffield to Nairobi City- BBC a day in the life of Nairobi What are the similarities and differences between the localities- Children compare and contrast their own pre-school routine, journey to school, school day and post-school routine, with a child from Kenya. 	<ul style="list-style-type: none"> Children to identify the equator and locate the places on the Equator which are the hottest. Find the Mount Kenya and Savannahs of Kenya Use basic geographical vocab to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use basic geographical vocab to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.- in relation to Katie Morag 	<ul style="list-style-type: none"> Study maps and aerial photographs and 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. Draw own maps of the local area; use and construct basic symbols in a key. Observe and record the features around the school e.g. the different types of plants, the different amounts of traffic on the Eccelsall Road Children to make suggestions for the cause of the differences.

Porter Croft Geography Overview

	<p>differing localities, one in the UK and one in a contrasting- Kenya</p> <ul style="list-style-type: none">• ask geographical questions e.g. What is it like to live in this place? How is this place different to where I live? How is the weather different? How are lifestyles different?• Draw pictures to show how places are different and write comparatively to show the difference.• Express own views about a place, people and environment. Give detailed reasons to support own likes, dislikes and preferences.			<ul style="list-style-type: none">• Communicate findings in different ways e.g. reports, graphs, sketches, diagrams, pictures.• Children make sketches/notes of their trip to school/trip to the river and then create a map to direct others which uses a key and includes the main physical and human features.
--	--	--	--	--

Porter Croft Geography Overview

Aims from National curriculum KS2- Knowledge and Skills

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Year Group	Locational Knowledge	Place Knowledge	Human & Physical Geography Skills	Skills and Fieldwork
NC : curriculum	<ul style="list-style-type: none"> 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 Me 	<ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a local region, region of the United Kingdom, a region in a European country, and a region within North or South America 	<ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 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 	<ul style="list-style-type: none"> 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, 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
Y3	<ul style="list-style-type: none"> Know and locate other counties and cities in the United Kingdom with similar and contrasting geographical features to Sheffield, Southampton, Liverpool, Belfast 	<ul style="list-style-type: none"> Know that Africa is a continent and made up of many countries Locate the capital of Egypt, Nigeria and China Find Common Wealth countries where people came from during Windrush Locate major rivers in the world- Nile/Yangtze river 	<ul style="list-style-type: none"> Locate 3 kingdoms of Egypt and how they used the land to distribute natural resources (energy, food, minerals & water) within the country. Explain what a settlement is and recognise features of a good settlement. Discuss how different 	<ul style="list-style-type: none"> Use maps to locate coasts and cities in the UK. Use atlases & globes to locate Egypt, Jamaica and China Use an atlas and digital maps to find a route between two places. Plot the journey of the Windrush and the Titanic

Porter Croft Geography Overview

	<p>(Titanic/Windrush link) and those that surround Sheffield.</p> <ul style="list-style-type: none"> • Know where the Peak District and Pennines are, and locate other Regional/National Parks. • Know that the UK is on the Northern Hemisphere 	<ul style="list-style-type: none"> • understand geographical similarities and differences between Sheffield and Egypt • Identify largest urban areas in Africa and the deserts/plains etc. • Compare 2 different regions in Africa, rural/urban. 	<p>settlements use land</p> <ul style="list-style-type: none"> • Know that China has the largest population of a country. • China has borders with 14 other nations. • Look at China's natural resources and how has economically grown • Know of famous landmarks in countries • Think about the culture, food and traditions of countries 	<ul style="list-style-type: none"> • Draw a map of a settlement. • Use fieldwork skills involving sketching and reading maps. • Read 4-6 figure grid references and locate topographical features (hills, coast,
Y4	<ul style="list-style-type: none"> • Build on prior knowledge of UK regions by using maps to locate countries of Europe. • Study maps to make assumptions about the different areas of Europe- focus on Italy e.g. using map keys to identify mountainous areas, urban areas. • Identify hilliest areas and flattest areas as well as decide which rivers they think are the largest. • Study some pictures of different parts of Europe • Make reasoned judgements about where the pictures are taken and defend • Match key landmarks to the country and make suggestions as to how landmarks affect a country (tourism, economy etc) Relate to UK landmarks. • Use the language of 'north', 'south', 'east', 'west' to relate countries to each other. • locate the Equator, the Tropics of Cancer and Capricorn. Consider the countries and climates that surround these lines and discuss the 	<ul style="list-style-type: none"> • Look at maps, pictures and other sources to identify similarities and differences between a UK region and Italy. Compare physical and human features, draw conclusions, pose questions and use prior knowledge of map reading. • Identify main trade and economy in Italy and compare to region of the UK. • Look at settlements, particularly in relation to the volcanoes – what conclusions can be drawn? • Analyse evidence and draw conclusions e.g. make comparisons between locations using photos/pictures, temperatures in different locations and population numbers. 	<ul style="list-style-type: none"> • Know about the water cycle and how it relates to rivers. • Understand the process of the water cycle. • Know the key features of a river system and use appropriate vocabulary such as source, estuary, tributary and channel to describe a river. • Know how people use rivers. • Know the impact of damming rivers • Use the language of rivers e.g. erosion, transportation. • Explain and present the process of rivers. • Compare how river use has changed over time and research the impact on trade in history. • Research and discuss how water affects the environment, settlement, environmental change and sustainability. • Identify trade links around the world • Discover where food comes from- what the Roman Empire contributed to UK • 	<ul style="list-style-type: none"> • Use maps, atlases & globes to know the names and locations of the major rivers in the UK and locate in an atlas. • Use fieldwork to observe, measure & record information about rivers. • Present human and physical features in graphs and plans. • Look for evidence of past river use by visiting the location. • Make field notes/observational notes about land features. • Visit a river, locate and explain the features. • Take photographs to support findings e.g showing different transport used in the area today which would not have been used during past times • Study pictures of the river in past times and compare and contrast. • Select a method to present the differences in transport in the area today. • Record measurement of river width/depth.

Porter Croft Geography Overview

	relationships between these and the countries.			
Y5	<ul style="list-style-type: none"> Know the names of and locate the countries that surround Greece. Know and locate other countries and cities within Europe, (including Russia). Understand how the Geography of Europe has changed through different periods of time Know that Europe is in the Northern Hemisphere. Locate Scandinavia on a map and which countries border each other? Discuss the climate of these countries and the effects it has on food production Find Baghdad on a map and compare the climate to Scandinavia 	<ul style="list-style-type: none"> Understand human & physical geographical similarities and differences between the different environmental regions of in Central America and USA. Whilst studying history, Why the Vikings choose to settle where they did? What were their settlements like? How did they use the land and how has land use changed today? How did they trade? How is that different today? Look where people settle in these locations today? 	<ul style="list-style-type: none"> Describe and understand climate zones, vegetation belts and biomes (The Rainforest) Describe and understand key aspects of human geography of indigenous Amazonian tribes people including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in Mexico Identify trade links around the world Discover where food comes from- what the Aztec Empire contributed to UK Discuss and debate fair trade. Investigate the facts and join in a reasoned discussion. Generate solutions and promote ethically sound trade. Human geography including trade between UK and Europe and ROW. Fair/unfair distribution of resources (Fairtrade). 	<ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to describe features studied Use the eight points of a compass and six figure grid references to build their knowledge of Europe, Middle East and Central America and the wider world 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
Y6	<ul style="list-style-type: none"> Use maps to locate countries in WW1 and WW2. Look at maps of the world before and after significant wars Know about environmental regions of common wealth countries and their physical and human characteristics, countries, and major cities. Identify the position and 	<ul style="list-style-type: none"> Locate places in the world where volcanoes/earthquakes/hurricanes occur. Describe and explain the processes that cause natural disasters. Ask, research and explain the following questions: Why did the stone age civilization, the iron age settlers choose to settle where 	<ul style="list-style-type: none"> Look at pictures and labeled diagrams of different historical settlements over time. Produce own pictures and labeled diagrams. Study maps of settlements. Draw conclusions about the location of the settlements based on prior knowledge. Compare with current maps and 	<ul style="list-style-type: none"> Understand and be able to communicate in different ways the cause of natural disasters Draw diagrams, produce writing and use the correct vocabulary for each stage of the process Draw conclusions about the impact of natural disasters through the study of photographs, population

Porter Croft Geography Overview

	<p>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>they did?</p> <ul style="list-style-type: none"> • What were their settlements like? How did they use the land and how has land use changed today? • What was Indus Valley like? How did they trade? How is that different today? • Relate land use and trade to settlements. • Study photographs, aerial photographs and maps of Modern pre war, post war and present day. • Compare maps and aerial photographs. • Make comparisons and reflect on the reasons for the differences. • Study population numbers throughout the course of WWII and reflect on the reasons for changes. • Study pictures of land use during these three periods. Draw conclusions and develop informed reasons for the changes. • 	<p>make suggestions about change.</p> <ul style="list-style-type: none"> • Study how land in the local area was used during the historical periods studied. Look at land use in the same area today and consider how and why this has changed. • Identify main economies in the immediate area. Compare with trade in the past. Why has this changed. 	<p>numbers and other primary sources</p> <ul style="list-style-type: none"> • Ask and answer questions about the effects of climate change • Discuss how natural disasters affect human life e.g. settlements and spatial variation. • Ask and answer questions through own knowledge and self-conducted research: What resources were used? Why were they used? Why were their settlements so different? What tools were available? What was the purpose of the settlements? • Use maps, atlases, globes and digital/computer mapping to describe features studied • Use the eight points of a compass and six figure grid references to build their knowledge of the wider world • 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
--	---	--	---	---