

Geography

CURRICULUM FRAMEWORK FOR KEY STAGE 1 AND 2

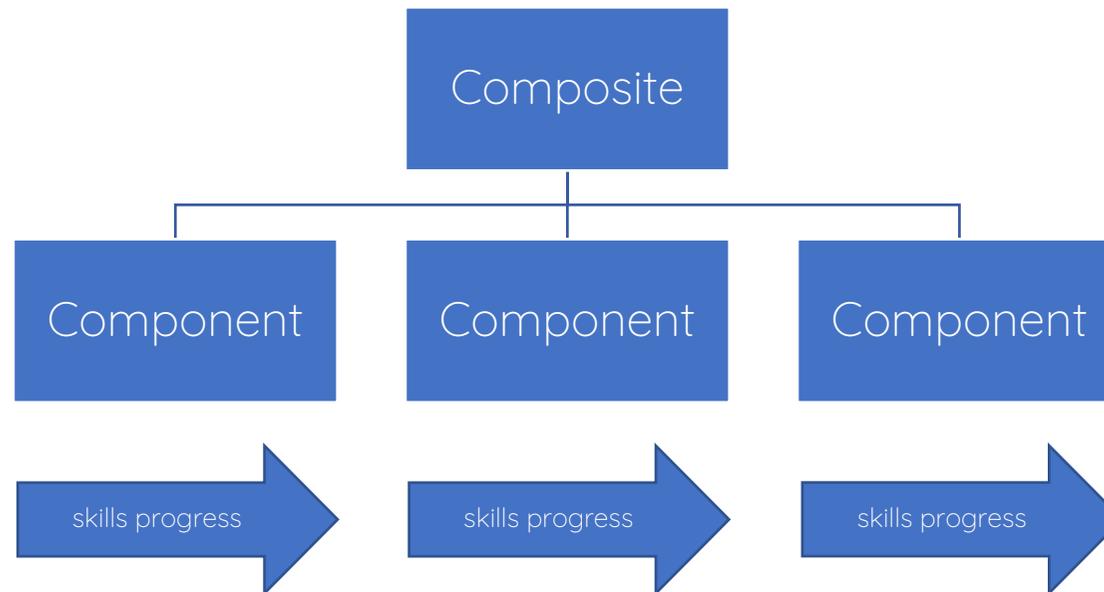
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Subject leaders need to ensure that there is clear progression through each year group towards the national curriculum requirements for their subject. This will ensure that there is a clear year-on-year acquisition of key knowledge as well as skills.

The National Curriculum is the top-level 'composite' outcomes but not the curricular components to get there – the intent. This document shows the subject progress through different components, highlighted in bold. Each component has a skill set that shows progress through each key stage.

The framework document also provides further planning opportunities for planning resources, texts, cross-curricular opportunities and cultural capital opportunities for your individual school.



Geography – Key Stage 1				
	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
National Curriculum	<p>Pupils should be taught to:</p> <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 	<p>Pupils should be taught to:</p> <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 	<p>Pupils should be taught to:</p> <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: <ul style="list-style-type: none"> 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>Pupils should be taught to:</p> <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 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
Year 1	<p>United Kingdom</p> <ul style="list-style-type: none"> identify the four countries making up the United Kingdom name some of the main towns and cities in the United Kingdom name a few towns in the south and north of the UK <p>World</p> <ul style="list-style-type: none"> point out where the equator, north pole and south pole are on a globe or atlas 	<p>Localities</p> <ul style="list-style-type: none"> tell someone their address name key features associated with a town or village, eg. church, farm, shop, house, factory 	<p>Hot and cold places</p> <ul style="list-style-type: none"> explain the main features of a hot and cold place begin to explain why they would wear different clothes at different times of the year say something about the people who live in hot and cold places explain what they might wear if they lived in a very hot or a very cold place <p>Jobs</p> <ul style="list-style-type: none"> name different jobs that people living in their area might do <p>Weather</p> <ul style="list-style-type: none"> answer questions about the weather keep a weather chart answer questions using a weather chart make plausible predictions about what the weather may be like later in the day or tomorrow explain how the weather changes with each season 	<p>Localities</p> <ul style="list-style-type: none"> say what they like about their locality say what they don't like about their locality sort things they like and don't like about a locality think of questions to ask about a locality describe a locality using words and pictures <p>Using maps, atlases and photographs</p> <ul style="list-style-type: none"> answer some questions using different resources, such as books, the internet and atlases

Geography – Key Stage 1				
Year 1	Locational knowledge	Place knowledge	Human and physical geography	Geographical skills and fieldwork
Software/websites/ texts				
Topic/Curriculum opportunities				
Cultural Capital opportunities				
SMSC	<p>Spiritual Geography supports spiritual development by promoting a sense of wonder and fascination with the physical and human world. An understanding of scale is an important aspect of Geography and how small changes in climate can have far-reaching consequences. Understand that all life is linked together and create the processes that make Earth the only known inhabited planet.</p>	<p>Moral Geography supports moral development by looking at a range of moral issues, such how the development of cities has put pressure on wildlife. We cover the moral issues of an ever-increasing population and the different approaches taken by countries to tackle the problem. We explore issues of poverty and the moral dilemma of importing food and the consequences of global warming.</p>	<p>Social Geography supports social development because social issues are common themes within geography. Children discuss issues such as global warming with an emphasis on how they can make a difference by making small changes to their lifestyles.</p>	<p>Cultural Geography supports cultural development by helping children to understand different cultures. Through geography children look at how different cultures and beliefs can impact on the environment and human issues. Children look at different places and are introduced to their customs and traditions, allowing pupils to develop their humility and an understanding of the world as a global community.</p>