**National Curriculum Programmes of Study**

**Geography - Year 1**

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| **GEOGRAPHY**  **Ge1/1.1    Location Knowledge** | |
| Ge1/1.1a    name and locate the world’s 7 continents and 5 oceans |  |
| Ge1/1.1b    name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas |  |

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| Ge1/1.2    Place Knowledge | |
| Ge1/1.2a    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 |  |

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| **Ge1/1.3    Human and Physical Geography** | |
| Ge1/1.3a    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 |  |
| Ge1/1.3b    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  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |  |

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| Ge1/1.4    Geographical Skills and Fieldwork | |
| Ge1/1.4a    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 |  |
| Ge1/1.4b    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 |  |
| Ge1/1.4c    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 |  |
| Ge1/1.4d     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 |  |

**National Curriculum Programmes of Study**

**Geography - Year 2**

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| **GEOGRAPHY**  **Ge2/1.1    Location Knowledge** | |
| Ge2/1.1a    name and locate the world’s 7 continents and 5 oceans |  |
| Ge2/1.1b    name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas |  |

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| Ge2/1.2    Place Knowledge | |
| Ge2/1.2a    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 |  |

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| **Ge2/1.3    Human and Physical Geography** | |
| Ge2/1.3a    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 |  |
| Ge2/1.3b    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  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |  |

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| Ge2/1.4    Geographical Skills and Fieldwork | |
| Ge2/1.4a    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 |  |
| Ge2/1.4b    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 |  |
| Ge2/1.4c    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 |  |
| Ge2/1.4d     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 |  |

**National Curriculum Programmes of Study**

**Geography - Year 3**

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| **GEOGRAPHY**  **Ge2/1.1    Locational Knowledge** | |
| Ge2/1.1a    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 |  |
| Ge2/1.1b    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 |  |
| Ge2/1.1c    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) |  |

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| Ge2/1.2    Place Knowledge | |
| Ge2/1.2a    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 in North or South America |  |

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| **Ge2/1.3    Human and Physical Geography** | |
| Ge2/1.3a    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 |  |
| Ge2/1.3b    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  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |  |

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| Ge2/1.4    Geographical Skills and Fieldwork | |
| Ge2/1.4a    use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |  |
| Ge2/1.4b    use the 8 points of a compass, 4 and 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 |  |
| Ge2/1.4c    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 |  |

**National Curriculum Programmes of Study**

**Geography - Year 4**

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| **GEOGRAPHY**  **Ge2/1.1    Locational Knowledge** | |
| Ge2/1.1a    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 |  |
| Ge2/1.1b    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 |  |
| Ge2/1.1c    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) |  |

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| Ge2/1.2    Place Knowledge | |
| Ge2/1.2a    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 in North or South America |  |

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| **Ge2/1.3    Human and Physical Geography** | |
| Ge2/1.3a    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 |  |
| Ge2/1.3b    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  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |  |

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| Ge2/1.4    Geographical Skills and Fieldwork | |
| Ge2/1.4a    use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |  |
| Ge2/1.4b    use the 8 points of a compass, 4 and 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 |  |
| Ge2/1.4c    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 |  |

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| **Hi2/1.3    Anglo-Saxons & Scots** | |
| Pupil should be taught about Britain’s settlement by Anglo-Saxons and Scots | |
| *This could include:*  *Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire*  *Scots invasions from Ireland to north Britain (now Scotland)*  *Anglo-Saxon invasions, settlements and kingdoms: place names and village life*  *Anglo-Saxon art and culture*  *Christian conversion – Canterbury, Iona and Lindisfarne* |  |

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| **Hi2/1.8    Ancient Greece** | |
| a study of Greek life and achievements and their influence on the western world |  |

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| **Key Skills** | |
| Chronology:  place events from period studied on a time line  use terms related to the period and begin to date events  understand more complex terms e.g. BC/AD |  |
| Range and Depth of Historical Knowledge:  use evidence to reconstruct life in time studied  identify key features and events  look for links and effects in time studied  offer a reasonable explanation for some events |  |
| Interpretations of History:  look at the evidence available  begin to evaluate the usefulness of different sources  use of text books and historical knowledge |  |
| Historical Enquiry:  use evidence to build up a picture of a past event  choose relevant material to present a picture of one aspect of life in time past  ask a variety of questions  use the library, e-learning for research |  |
| Organisation and Communication:  select data and organise it into a data file to answer historical questions  know the period in which the study is set  display findings in a variety of ways  work independently and in groups |  |

**National Curriculum Programmes of Study**

**Geography - Year 5**

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| **GEOGRAPHY**  **Ge2/1.1    Locational Knowledge** | |
| Ge2/1.1a    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 |  |
| Ge2/1.1b    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 |  |
| Ge2/1.1c    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) |  |

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| Ge2/1.2    Place Knowledge | |
| Ge2/1.2a    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 in North or South America |  |

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| **Ge2/1.3    Human and Physical Geography** | |
| Ge2/1.3a    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 |  |
| Ge2/1.3b    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  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |  |

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| Ge2/1.4    Geographical Skills and Fieldwork | |
| Ge2/1.4a    use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |  |
| Ge2/1.4b    use the 8 points of a compass, 4 and 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 |  |
| Ge2/1.4c    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 |  |

**National Curriculum Programmes of Study**

**Geography - Year 6**

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| **GEOGRAPHY**  **Ge2/1.1    Locational Knowledge** | |
| Ge2/1.1a    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 |  |
| Ge2/1.1b    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 |  |
| Ge2/1.1c    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) |  |

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| Ge2/1.2    Place Knowledge | |
| Ge2/1.2a    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 in North or South America |  |

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| **Ge2/1.3    Human and Physical Geography** | |
| Ge2/1.3a    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 |  |
| Ge2/1.3b    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  key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop |  |

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| Ge2/1.4    Geographical Skills and Fieldwork | |
| Ge2/1.4a    use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |  |
| Ge2/1.4b    use the 8 points of a compass, 4 and 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 |  |
| Ge2/1.4c    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 |  |

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| **Hi2/1.4    Anglo-Saxons & Vikings** | |
| Pupil should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | |
| *This could include:*   1. *Viking raids and invasion* 2. *resistance by Alfred the Great and Athelstan, first king of England* 3. *further Viking invasions and Danegeld* 4. *Anglo-Saxon laws and justice* 5. *Edward the Confessor and his death in 1066* |  |

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| **Hi2/2.3    Ancient Sumer** |
| Pupils should be taught an overview of where and when the first civilizations appeared and an in depth study of Ancient Sumer and the achievements of this ancient civilisation |

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| **Key Skills** | |
| Chronology:  know and sequence key events of time studied  use relevant terms and periods labels  relate current studies to previous studies  make comparisons between different times in history |  |
| Range and Depth of Historical Knowledge:  study different aspects of life of different people – differences between men and women  examine causes and results of great events and the impact on people  compare life in early and late times studied  compare an aspect of life with the same aspect in another period |  |
| Interpretations of History:  compare accounts of events from different sources. Fact or fiction  offer some reasons for different versions of events |  |
| Historical Enquiry:  begin to identify primary and secondary sources  use evidence to build up a picture of life in time studied  select relevant sections of information  confident use of library, e-learning, research |  |
| Organisation and Communication:  fit events into a display sorted by theme time  use appropriate terms, matching dates to people and events  record and communicate knowledge in different forms  work independently and in groups, showing initiative |  |