

Cycle A						
<p>Kagan Goals: Know and demonstrate how PIES principles make a more effective learner.</p> <p>Know and develop multiple intelligences of verbal/linguistic, visual/special, bodily/kinaesthetic, interpersonal/social intrapersonal/introspective</p>	<p><b>Curricular Overview</b> <b>Geography</b></p>					
	<p>Curricular Goals:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• are competent in the geographical skills needed to:</li> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>• communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul>					
	<p><b>Component: Locational Knowledge</b></p>					
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.	Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas.		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		Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	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)

<b>Component: Place Knowledge</b>			
<p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the <b>United Kingdom</b>.</p>		<p>understand geographical similarities and differences through the study of human and physical geography of a region in a European country, and a region within North or South America</p>
<b>Component: Human &amp; Physical Geography</b>			
	<p>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.</p> <p>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. <i>(Within the context of the place knowledge study)</i></p>	<p>describe and understand key aspects of physical geography including rivers, mountains, and the water cycle</p>	<p>describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts</p> <p>describe and understand key aspects of 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>
<b>Component: Geographical Skills &amp; Fieldwork</b> <i>(These aspects will run through the other components of Geography)</i>			
<p>Explore the natural world around them, making observations.</p>	<p>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</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features;</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p>	

		<p>devise a simple map; and use and construct basic symbols in a key.</p> <p>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.</p> <p>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.</p>	<p>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>
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Cycle B	
<p><b>Kagan Goals:</b> Know and demonstrate how PIES principles make a more effective learner.</p> <p>Know and develop multiple intelligences of verbal/linguistic, visual/spatial, bodily/kinaesthetic, interpersonal/social intrapersonal/introspective:</p>	<p style="text-align: center;"><b>Curricular Overview Geography</b></p> <p><b>Curricular Goals:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• are competent in the geographical skills needed to:</li> <li>• collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes</li> <li>• interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> </ul>

<ul style="list-style-type: none"> <li>communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length</li> </ul>					
<b>Component: Locational Knowledge</b>					
FS2	KS1	Year 3	Year 4	Year 5	Year 6
Know some similarities and differences between the natural world around them and contrasting environments.	Name and locate the world's 7 continents and 5 oceans	locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities			
<b>Component: Place Knowledge</b>					
Understand the effect of the changing seasons on the natural world around them.	Understand geographical similarities and differences through studying the human and physical geography of a small area in a <b>contrasting non-European country</b> .	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.			
<b>Component: Human &amp; Physical Geography</b>					
	<p>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.</p> <p>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.</p> <p>key human features, including: city, town, village, factory, farm,, house, office, port, harbour and shop. (Within the context of the place knowledge study)</p>	describe and understand key aspects of human geography, including: types of settlement and land use.		describe and understand key aspects of physical geography including volcanoes and earthquakes,	
<b>Component: Geographical Skills &amp; Fieldwork</b> <i>(These aspects will run through the other components of Geography)</i>					

	<p>Make observations and drawings of the natural world around them.</p>	<p>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</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>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</p> <p>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>
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