

What will a Morpeth Partnership Geographer look like?

	At the end of Year 2 they will have the following knowledge:	At the end of Year 6 they will have the following knowledge:
Being a geographer	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.	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.
Knowledge	<p>At Key Stage 1, pupils in the Morpeth Partnership are taught about:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> ● name and locate the world's 7 continents and 5 oceans ● name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</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>Human and physical geography</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 key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; and key human features, including: 	

city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- 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

At Key Stage 2, pupils in the Morpeth Partnership are taught about:

Locational knowledge

- 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 Meridian and time zones (including day and night)

Place knowledge

- 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

Human and physical geography

- describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle and 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

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- 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
- 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

	Rothbury		Chantry		Newminster	
	YEAR 3 / 4	YEAR 5 / 6	YEAR 3 / 4	YEAR 5 / 6	YEAR 3 / 4	YEAR 5 / 6
Europe; N America; S America	Canada - R1st Argentina- R1st Spain- R1st Poland-R1st	USA	South America & the Amazon, Rainforests, explorers, case studies of	USA and Mexico	Europe map work	North and South America Norway

			European nations			
UK	UK mapwork Northumberland		UK mapwork, 4 countries, London	Local Study - Morpeth	Local study - Morpeth / Swaledale	
Map Skills	UK mapwork		UK mapwork Atlas work	Using OS maps within a local context	UK mapwork Atlas work	Y5: OS Map Skills unit
Physical geography		Weather & climate Mountains Volcanoes & earthquakes Rivers	Extreme weather inc volcanoes, tropics, climate zones, rainforests, water cycle	Rivers Mountains	The water cycle Rivers Volcanoes & earthquakes	Y5: Mountains Rivers Climate zones & biomes
Human geography		Tourism	Local area study, London, migration		Climate change - human impact	Y5: Tourism (in mountainous environments) Y5: Economic Activity Y5: Environmental Awareness Resource use
Skills and fieldwork			Local area study	Local area study	Local area study	

Progression of key skills from Y1 - Y9

	Places	Concepts, Patterns & Processes	Skills & Enquiry	Values and attitudes
End of Year 1	<p>To draw a simple picture map of imaginary places and from stories</p> <p>To use simple symbols on imaginary maps</p> <p>To use a simple picture map to move around school</p> <p>To draw around objects to make a simple plan</p>	<p>To recognise how their town or village have become the way they are</p> <p>To begin to identify human and physical features</p>	<p>To respond to simple geographical questions</p> <p>To use information books and pictures as sources of information</p> <p>To make observations about where things are in their immediate location</p> <p>To use geographical language to describe their immediate location</p> <p>To be able to follow directions e.g up/down, left/right, forwards/backwards</p>	<p>To express own views about a place, or environment and its people.</p>
End of Year 2	<p>To draw a map of an imaginary or real place - add detail to a sketch map from an aerial photograph</p> <p>To begin to understand the use for a key</p> <p>To follow a route on a map</p> <p>To look down on objects to make a plan view map</p>	<p>To be able to describe why a settlement close to where they live has become the way it has e.g types of shops</p> <p>To identify a wider range of physical and human features using basic geographical vocabulary</p>	<p>To begin to ask and respond to geographical questions e.g where is it? what is it like to live in this place?</p> <p>To use stories, maps, pictures, photographs and the internet as sources of information</p>	<p>To express own views about a place, people, environment and / or location</p> <p>To give a relevant reason to support their own likes, dislikes and preferences</p>

	<p>(e.g. using Google Earth) To use an infant atlas to locate places and to begin to spatially match places e.g recognise the UK on a small and large scale map To begin to use a large scale maps and plans.</p>		<p>To investigate their immediate surroundings and use appropriate geographical vocabulary To make appropriate observations about why things happen and make simple comparisons between the features of different places To follow directions including the use of north, east, west and south</p>	
End of Year 3	<p>To try to make a map of a short route experienced with features in correct order To follow a route on a map in orienteering To try to make a simple scale drawing To know why a key is needed To use standard symbols To locate places on a larger scale map e.g map of Europe To begin to use large scale OS maps To begin to use map sites on the internet</p>	<p>To begin to describe and understand key aspects of physical and human geography</p>	<p>To ask and respond in more detail to geographical questions e.g where is this location and what do you think about it? To use stories, maps, pictures, photographs and the internet as sources of information To begin to collect and record evidence To use the 4 compass points to follow and give directions To use letter and number coordinates to locate features on a map To analyse evidence and</p>	<p>To identify and explain different views of people including themselves</p>

	<p>To begin to use a junior atlas</p> <p>To begin to identify features on aerial / oblique photographs</p>		<p>draw conclusions e.g make comparisons between locations using photographs and pictures, temperature and population</p>	
End of Year 4	<p>To try to make a map of a short route experienced with features in correct order</p> <p>To try to make a simple scale drawing</p> <p>To know why a more complex key is needed</p> <p>To recognise symbols on an OS map</p> <p>To locate places on a larger scale map e.g find UK on a globe</p> <p>To begin to match boundaries e.g same boundary of a country on different scale maps</p> <p>To follow a route on a large scale map</p> <p>To use large and medium scale OS maps</p> <p>To use map sites on the internet</p> <p>To use a junior atlas</p> <p>To identify features on</p>	<p>To describe and understand aspects of physical and human geography in more detail</p> <p>To begin to identify different views of people including themselves and support with real data collection</p> <p>To recognise simple geographical ideas, processes and patterns</p>	<p>To ask and respond to questions and offer their own ideas e.g what is the landscape like and what will it be like in the future?</p> <p>To begin to use primary and secondary sources of information in an investigation</p> <p>To investigate places and themes of more than one scale</p> <p>To collect, record and analyse evidence e.g show questionnaire results in simple charts, colour coded maps which demonstrate patterns</p> <p>To use 4 compass points with confidence</p> <p>To begin to use 8 compass points</p> <p>To use letter/ number co-ordinates to locate features on a map</p>	<p>To analyse evidence and draw conclusions e.g make comparisons between locations using photographs, pictures and maps.</p> <p>To debate geographical issues through role play</p>

	aerial / oblique photographs		confidently	
End of Year 5	<p>To recognise similarities and differences between places</p> <p>To begin to use a variety of thematic maps</p> <p>To use field sketches</p> <p>To use a key to recognise features</p> <p>To use OS map symbols</p> <p>To compare maps with aerial photographs</p> <p>To use maps for a specific purpose and with increasing accuracy</p> <p>To begin to use atlases to find out about other features of places</p> <p>To measure straight line distance on a plan</p> <p>To use the index and contents page in an atlas</p>	<p>To begin to analyse evidence and draw conclusions.</p> <p>To identify and explain different views of people including themselves and support with real data collection</p> <p>To identify and describe simple geographical ideas, processes and patterns</p>	<p>To continue to ask geographical questions e.g. what is the landscape like? How has it changed? What made it change?</p> <p>To use primary and secondary sources of information in their investigations</p> <p>To collect, record and analyse evidence unaided</p> <p>To begin to use 8 compass points to describe route and direction</p> <p>To use four figure co-ordinates to locate features on a map</p>	<p>To analyse evidence and draw conclusions from a variety of sources (both primary and secondary)</p>
End of Year 6	<p>To use a variety of thematic maps based on data</p> <p>To begin to draw plans of increasingly complexity</p> <p>To use and recognise OS map and atlas symbols</p>	<p>To identify and explain different views of people including themselves using their own data - with increasing detail, reasoning and justification of people's views</p>	<p>To develop purposeful geographical questions for investigation.</p> <p>To use primary and secondary sources of evidence with greater accuracy in their</p>	<p>To analyse evidence and draw conclusions e.g. from fieldwork data on land use comparing land use / temperatures, look at patterns and explain the reasons behind it</p>

	<p>To follow a short route on an OS map and describe human and physical features</p> <p>To locate places on a world map</p> <p>To use atlases to find out about other features of a place e.g mountain regions, weather patterns</p> <p>To use a scale to measure distance</p> <p>To draw and use maps and plans at a range of scales</p> <p>To draw a plan view map accurately</p>	<p>To identify and describe in more detail simple geographical concepts, processes and patterns</p>	<p>investigations</p> <p>To collect, record and communicate information appropriate to task and audience</p> <p>To use 8 compass points with greater confidence to describe route and direction in more detail</p> <p>To use four figure and six figure grid references to locate features on a map.</p> <p>To use latitude and longitude on atlas maps</p>	
End of Year 7	<p>To locate places accurately on a range of maps of different scales</p> <p>To describe and explain human and physical features of places and recognise changes over time.</p>	<p>To describe and explain concepts and processes and recognise how they shape different environments.</p> <p>To describe and explain a range of different geographical patterns</p>	<p>To ask, answer and devise logical questions to investigate a topic / issue.</p> <p>To accurately select and use a range of geographical skills (cartographic, graphical and ICT) to present ideas</p>	<p>To describe and explain different views and opinions on geographical issues.</p> <p>To describe and explain the arguments for and against issues, including conflict.</p>
End of Year 8	<p>To produce detailed maps at a range of scales and for different purposes</p> <p>To explain human and physical features of places, making links and</p>	<p>To explain a range of concepts and processes, the interactions that exist between them and how they shape environments.</p> <p>To explain and analyse a</p>	<p>To devise and answer logical investigation sequences to research a topic or issue.</p> <p>To accurately select and use a wide range of</p>	<p>To explain a wide range of views and opinions on geographical issues and how these may evolve over time.</p>

	connections and recognising change over time	range of geographical patterns	geographical skills and techniques to present ideas and comment on their effectiveness.	To analyse and explain supporting and opposing arguments.
End of Year 9	To use and produce maps in context to support understanding of place To explain increasingly complex interactions that make places unique, including analysis of change over time	To explain complex concepts and processes and their interactions, including variations in how these processes work. To analyse and evaluate geographical patterns	To devise and undertake complex investigation sequences. To accurately select and use a range of complex geographical skills and techniques and be able to evaluate their effectiveness.	To explain complex & opposing views and opinions and how these influence our world. To analyse and evaluate a range of supporting and opposing arguments.

Geographical concepts

At the end of Key Stage 1, the pupils will have developed an understanding of the following geographical concepts:	At the end of Key Stage 2, the pupils will have developed an understanding of the following geographical concepts:	At the end of Key Stage 3, the pupils will have developed an understanding of the following geographical concepts:
<p>To identify a wider range of physical and human features using basic geographical vocabulary.</p>	<p>To describe and understand aspects of physical and human geography in more detail. To begin to identify different views of people including themselves and support with real data collection. To recognise simple geographical ideas, processes and patterns.</p>	<p>To explain a range of concepts and processes, the interactions that exist between them and how they shape environments. To explain and analyse a range of geographical patterns.</p>
<p>Physical geography; human geography; characteristics; comparison (similarities and differences); direction; location.</p>	<p>All KS1 concepts plus: place; region; pattern; physical features; human features; resources; scale; processes; systems; movement; change; distribution; position; relationship; impact.</p>	<p>All KS1 and KS2 concepts plus: models; theories; spatial awareness; interactions; development.</p>