

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 <p>Geographical skills and fieldwork</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 	

	<p>features of its surrounding environment</p> <hr/> <p>At Key Stage 2, pupils in the Morpeth Partnership are taught about:</p> <p>Locational knowledge</p> <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 Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> 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 <p>Human and physical geography</p> <ul style="list-style-type: none"> 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 <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> 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
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	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 European nations	USA and Mexico	Europe mapwork	North and South America Norway
UK	UK mapwork Northumberland		Uk mapwork, 4 countries, London	Local Study - Morpeth	Local study - Morpeth / Swaledale	
Mapskills						
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	Coasts Rivers Climate zones & biomes
Human geography		Tourism	Local area study, London, migration		Climate change - human impact	Resource use
Skills and fieldwork			Local area study			

Progression of key skills from Y1 - Y13

RED = added or amended words

BLUE = information to be taken out

	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 and ask simple geographical questions e.g what is it like to live in this place?</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 (e.g. using Google Earth)</p> <p>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</p> <p>To begin to use a large scale maps and plans.</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 investigate their immediate surroundings and use appropriate geographical vocabulary</p> <p>To make appropriate observations about why things happen and make simple comparisons between the features of different places</p> <p>To follow directions including the use of north, east, west and south</p>	<p>To express own views about a place, people, environment and / or location</p> <p>To give a detailed relevant reason to support their own likes, dislikes and preferences</p>
End of	To try to make a map of a short	To begin to describe and	To begin to ask and respond in more	To identify and explain different

Year 3	<p>route experienced with features in correct order</p> <p>To follow a route on a map in orienteering</p> <p>To try to make a simple scale drawing</p> <p>To know why a key is needed</p> <p>To use standard symbols</p> <p>To locate places on a larger scale map e.g map of Europe</p> <p>To begin to draw a sketch map from a high view point</p> <p>To begin to use large scale OS maps</p> <p>To begin to use map sites on the internet</p> <p>To begin to use a junior atlas</p> <p>To begin to identify features on aerial / oblique photographs</p>	<p>understand key aspects of physical and human geography</p>	<p>detail to and initiate geographical questions e.g where is this location and what do you think about it?</p> <p>To use stories, maps, pictures, photographs and the internet as sources of information</p> <p>To investigate places and themes at more than one scale</p> <p>To begin to collect and record evidence</p> <p>To use the 4 compass points to follow and give directions</p> <p>To use letter and number coordinates to locate features on a map</p> <p>To analyse evidence and draw conclusions e.g make comparisons between locations using photographs and pictures, temperature and population</p>	<p>views of people including themselves</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 draw a sketch map from a high view point</p> <p>To use large and medium scale OS maps</p> <p>To use map sites on the internet</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 confidently</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>

	<p>To use a junior atlas</p> <p>To identify features on aerial / oblique photographs</p>			
End of Year 5	<p>To investigate places with more emphasis on the larger scale: contrasting and distant places</p> <p>To recognise similarities and differences between places</p> <p>To begin to draw use a variety of thematic maps based on data collected</p> <p>To use field sketches to show understanding of pattern, movement or change</p> <p>To use a key to recognise make deductions about features</p> <p>To use OS map symbols</p> <p>To compare maps with aerial photographs</p> <p>To select a use maps for a specific purpose and with increasing accuracy e.g atlas to find Bangladesh and an OS map to find Mitford Village</p> <p>To begin to use atlases to find out about other features of places e.g wettest part of the world</p> <p>To measure straight line distance on a plan</p> <p>To use a plan view map with some accuracy</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 e.g questionnaires</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 e.g conduct a land use survey and be able to categorise codes</p> <p>To begin to use 8 compass points with confidence 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 e.g compare historical maps of varying scales and influence on everyday life</p> <p>To analyse evidence and draw conclusions from a variety of sources (both primary and secondary)</p>
End of Year 6	<p>To investigate places with more emphasis on the larger scale : contrasting and distant places</p> <p>To draw use a variety of thematic maps based on their own data</p> <p>To begin to draw plans of</p>	<p>To identify and explain different views of people including themselves using their own data - with increasing detail, give increased detail, reasoning and justification of people's views</p>	<p>To suggest develop purposeful geographical questions for investigation.</p> <p>To use primary and secondary sources of evidence with greater accuracy in their investigations</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>increasingly complexity</p> <p>To use and recognise OS map and atlas symbols</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>To collect, record and communicate information appropriate to task and audience e.g use email to exchange information with another school</p> <p>To use 8 compass points with greater confidence to describe route and direction in more detail</p> <p>16 compass points (as and when required) with confidence and accuracy</p> <p>To use four figure and six figure grid references to locate features on a map.</p> <p>co-ordinates confidently to locate features on a map</p> <p>To begin to use six figure co-ordinates 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 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 connections and recognising change over time</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 range of geographical patterns</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 geographical skills and techniques to present ideas and comment on their effectiveness.</p>	<p>To explain a wide range of views and opinions on geographical issues and how these may evolve over time.</p> <p>To analyse and explain supporting and opposing arguments.</p>
End of Year 9	<p>To use and produce maps in context to support understanding of place</p> <p>To explain increasingly complex</p>	<p>To explain complex concepts and processes and their interactions, including variations in how these</p>	<p>To devise and undertake complex investigation sequences.</p>	<p>To explain complex & opposing views and opinions and how these influence our world.</p>

	interactions that make places unique, including analysis of change over time	processes work. To analyse and evaluate geographical patterns	To accurately select and use a range of complex geographical skills and techniques and be able to evaluate their effectiveness.	To analyse and evaluate a range of supporting and opposing arguments.
End of Year 11				
End of Year 13				

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;
To identify a wider range of physical and human features using basic geographical vocabulary	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	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

