



Capenhurst CE Primary
National Curriculum 2014 – Geography (KS2)

Lower KS2 objectives

Date:

Throughout their time in KS2, children 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 tools and skills to enhance their locational and place knowledge.

Lower KS2	Objective (those in bold are the NC end of KS2 objectives)	Pupils working towards	Pupils working at	Pupils working beyond
Locational Knowledge	I can find the same place on a globe and in an atlas. I can use longitude and latitude to describe a location. I can name and locate the Snowdonia National Park on a map of the UK. I can name and locate the key rivers of the UK. I can name and locate the key coastal areas of the UK. I can understand how some aspects have changed over time (e.g. popularity of UK coastal resorts as holiday destinations). I can find my local area on a map of the UK. I can name and locate some of the main cities of the UK in relation to Capenhurst e.g. Birmingham, Liverpool, Manchester & London. 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.			
	I can locate and name a number of countries in the Northern Hemisphere e.g. Russia, Norway, Sweden, Finland and the countries of the EU. I can identify and name the Equator, the Tropics of Cancer and Capricorn as well as the Arctic Circle and Antarctica. 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 style="writing-mode: vertical-rl; transform: rotate(180deg);">Place Knowledge</p>	<p>I can understand the similarities and differences through the study of human and physical geography of a region in the UK and the rest of the world e.g. Trough of Bowland, UK and the Amazon Rainforest, South America.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK and a region in Europe.</p> <p>I can understand geographical similarities and differences through the study of human and physical geography of a region in the UK (e.g. Snowdonia) and a region of a European country (e.g. French Alps).</p> <p>I can describe how some places are similar and others are different in relation to their human and physical features e.g. London on River Thames and Chester on River Dee.</p> <p>I can describe how some places are similar and others are different in relation to both their physical and human geography (Arctic Circle vs Antarctica).</p> <p>I can locate the North and South Poles on a map, a globe and in an atlas.</p> <p>I can begin to understand how the North and South Poles became isolated from their closest landmasses (Pangea).</p> <p>I can describe how Capenhurst is similar and different to Liverpool in relation to its key human and physical features.</p> <p>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 within North or South America.</p>			
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Human & Physical Geography</p>	<p>I can find out about the geographical characteristics of rainforests.</p> <p>I can investigate the different uses of rainforests.</p> <p>I can find different views about an environmental issue e.g. deforestation of the Amazon.</p> <p>I can suggest different ways that a locality could be changed and improved.</p> <p>I can consider and describe the 4 different biomes within Europe/a European country.</p> <p>I can describe the human features in a locality.</p> <p>I can explain why a place is like it is.</p> <p>I can explain how a locality has changed over time with reference to human features.</p> <p>I can describe the main physical features of a well-known city.</p> <p>I can explain how Snowdonia came to be a range of mountains.</p> <p>I can describe how some places in the UK are similar and others are different in relation to their human and physical features.</p> <p>I can give extended descriptions (using the correct geographical vocabulary learnt in KS1) of the physical and human features of different places around the world.</p> <p>I can talk about the key human and physical similarities and differences between Capenhurst and Liverpool using the correct geographical vocabulary.</p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 & Fieldwork	<p>I can use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p>I can use maps and atlases appropriately using contents & indexes.</p> <p>I can locate in an atlas and on a map the countries which make up Scandinavia as well as the countries of the European Union.</p> <p>I can name and locate the UK's major rivers on a map and in an atlas.</p> <p>I can begin to understand scale and to use maps with different scales.</p> <p>I can use maps, aerial photos and plans of Liverpool as well as web resources to describe what the locality might be like.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>			
	<p>I can use Ordnance Survey maps to answer questions.</p> <p>I can recognise and use key symbols used in OS maps.</p> <p>I can use a 4-figure grid reference.</p> <p>I can use the 8 points of a compass.</p> <p>I can draw a map of the surrounding area and include on it some key Ordnance Survey symbols with a key.</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>I can collect data about a place and create graphs relating to that data.</p> <p>I can collect data and present it in a graph e.g. traffic survey.</p> <p>I can find out how the village has changed over time.</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>			