

Geography

Changes at KS.1:

- *Geographical enquiry skills* now termed as *Geographical skills and fieldwork*
- No longer requirement for students to ask geographical questions or express their own views
- Introduction of simple compass skills (directions etc)
- New requirements:
 - Location knowledge: name and locate the world's seven continents and five oceans and to name, locate and identify characteristics of the four countries and capital cities of UK and its surrounding seas
 - Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
 - A list of basic geographical vocabulary
- The section in the old curriculum on Environmental change and sustainable development has been dropped

KS.1 Programmes of Study

Curriculum 2000	New Curriculum	Changes
<p><u>Geographical enquiry and skills</u> In undertaking geographical enquiry, pupils should be taught to:</p> <ol style="list-style-type: none"> a. ask geographical questions b. observe and record c. express their own views about people, places and environments d. communicate in different ways <p>In developing geographical skills, pupils should be taught to:</p> <ol style="list-style-type: none"> a. use geographical vocabulary b. use fieldwork skills c. use globes, maps and plans at a range of scales d. use secondary sources of information e. make maps and plans 	<p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes • use simple compass directions 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. 	<ul style="list-style-type: none"> • <i>Geographical enquiry skills</i> now termed as <i>Geographical skills and fieldwork</i> • No longer requirement for students to ask geographical questions or express their own views • Introduction of simple compass skills (directions etc)
<p>Places Pupils should be taught to:</p> <ol style="list-style-type: none"> a. identify and describe what places are like b. identify and describe where places are c. recognise how places have become the way they are and how they are changing d. recognise how places compare with other places recognise how places are linked to other 	<p>Location knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four 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 	<p>New requirements:</p> <ul style="list-style-type: none"> • Location knowledge: name and locate the world's seven continents and five oceans and to name, locate and identify characteristics of the four countries and capital cities of UK and its surrounding seas

<p>places in the</p>	<p>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>	
<p>Patterns and processes Pupils should be taught to:</p> <ol style="list-style-type: none"> a. make observations about where things are located and about other features in the environment b. recognise changes in physical and human features . Things that happen in the world. 		
<p>Environmental change and sustainable development Pupils should be taught to:</p> <ul style="list-style-type: none"> • recognise changes in the environment • recognise how the environment may be improved and sustained 	<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 • key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<p>The section in the old curriculum on Environmental change and sustainable development has been dropped</p> <p>New Requirements:</p> <ul style="list-style-type: none"> • Identify seasonal and daily weather patterns in the UK and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
<p>Breadth of study the study of two localities:</p> <ol style="list-style-type: none"> a. the locality of the school b. a locality either in the United Kingdom or overseas that has physical and/or human features that contrast with those in the locality of the school. <p>7. In their study of localities, pupils should:</p> <ol style="list-style-type: none"> a. study at a local scale b. carry out fieldwork investigations outside the classroom. 		