

Geography at Alexandra Primary School: Human and Physical Geography

Year 2

To identify the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.

To identify the human and physical features of the two localities studied.

Year 1

Identify the human and physical features of the two localities studied.

To talk about people and places within my local environment. 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

Use basic geographical vocabulary to refer to:

- Key physical features
- Key human features

Year 3

To identify why early settlers chose to live near physical features.

To identify how the human features of a landscape have changed over time.

To compare the physical features of a region in the UK and Europe (Greece)

Year 4

To compare the physical features of a region in the UK and China.

To identify why early settlers chose to live near physical features.

To identify how the human features of a landscape have changed over time.

To describe how climate and use of land supports an economy and trade links.

To identify the main physical and human characteristics of the countries of Europe.

Year 5

To describe and understand key aspects of:

- a physical geography, including: climate zones, biomes and vegetation belts, mountains 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;
- use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental features.

Early Years

Understanding the World

To comment and asks questions about aspects of their familiar world, such as the place where they live or the natural world. To look closely at similarities, differences, patterns and change.

Children know about similarities and differences in relation to places. They talk about their own immediate environment and how environments may vary from one another.

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Year 6

To locate a range of the world's most significant human and physical features.

To explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Perform

Aspire

Succeed

GO

The learning doesn't stop here!