

OLD NATIONAL CURRICULUM GEOGRAPHY	NEW NATIONAL CURRICULUM GEOGRAPHY	SIMILARITIES, DIFFERENCES, OMISSIONS, CHANGES or NEW REQUIREMENTS	IMPLICATIONS FOR SLs/class teachers/schools/others
<p>PROGRAMME OF STUDY KEY STAGE 1 (OLD) Teaching should ensure that 'geographical enquiry and skills' are used when developing 'knowledge and understanding of places, patterns and processes', and 'environmental change and sustainable development'.</p> <p>During Key Stage 1 pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs.</p> <p>Knowledge, skills and understanding</p> <p>Geographical enquiry and skills</p> <p>1. In undertaking geographical enquiry, pupils should be taught to:</p> <p>a. ask geographical questions [for example, "What is it like to live in this place?"]</p> <p>b. observe and record [for example, identify buildings in the street and complete a chart]</p> <p>c. express their own views about people, places and environments [for example, about litter in the school]</p> <p>d. communicate in different ways [for example, in pictures, speech, writing].</p> <p>2. In developing geographical skills, pupils should be taught to:</p> <p>a. use geographical vocabulary [for example, hill, river, motorway, near, far, north, south]</p> <p>b. use fieldwork skills [for example, recording</p>	<p>PROGRAMME OF STUDY KEY STAGE 1 (NEW)</p> <p>Pupils should develop knowledge about the world, the United Kingdom and their locality.</p> <p>They should understand basic subject-specific vocabulary relating to human and physical geography and</p> <p>begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p> <p>Pupils should be taught to:</p> <p>Locational knowledge name and locate the world's seven continents and five oceans</p> <p>name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p> <p>Place knowledge 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> <p>Human and physical geography 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</p> <p>use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river,</p>	<p>Similarities (see a text in green in the two left hand columns)</p> <p>Differences / Omissions (see text in red in the far left hand column)</p> <ul style="list-style-type: none"> •No attainment target, so no links to levels •Much less guidance and exemplification •No cross curricular links •No specific requirement to undertake 'enquiry' (is this just a simple omission?) •No explicit requirement for patterns and processes (though this is implicit) •Knowledge and understanding of environmental change •Little/no requirement to express opinions or self in different ways <p>Changes / New Requirements (see text in blue in the middle columns)</p> <ul style="list-style-type: none"> • Greater specification of locational and place knowledge • Re: place: compare human & physical Gg of a small area of the 	

<p>information on a school plan or local area map]</p> <p>use globes, maps and plans at a range of scales [for example, following a route on a map]</p> <p>d. use secondary sources of information [for example, CD-ROMs, pictures, photographs, stories, information texts, videos, artefacts]</p> <p>e. make maps and plans [for example, a pictorial map of a place in a story].</p> <p>Knowledge and understanding of places</p> <p>3. Pupils should be taught to:</p> <p>a. identify and describe what places are like [for example, in terms of landscape, jobs, weather]</p> <p>b. identify and describe where places are [for example, position on a map, whether they are on a river]</p> <p>c. recognise how places have become the way they are and how they are changing [for example, the quality of the environment in a street]</p> <p>d. recognise how places compare with other places [for example, compare the local area with places elsewhere in the United Kingdom]</p> <p>e. recognise how places are linked to other places in the world [for example, food from other countries].</p> <p>Knowledge and understanding of patterns and processes</p> <p>4. Pupils should be taught to:</p> <p>a. make observations about where things are located [for example, a pedestrian crossing near school gates] and about other features in the environment [for example, seasonal changes in weather]</p> <p>b. recognise changes in physical and human features [for example, heavy rain flooding fields].</p> <p>Knowledge and understanding of environmental change and sustainable development</p> <p>5. Pupils should be taught to:</p>	<p>soil, valley, vegetation, season and weather.</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>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</p> <p>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</p> <p>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</p> <p>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.</p>	<p>UK (could be local area) with small area of contrasting non-European country (was abroad)</p> <ul style="list-style-type: none"> Seasonal & daily weather patterns in the UK, hot & cold areas of the world <p>More of a focus on?</p> <ul style="list-style-type: none"> geographical vocabulary per se....there before but different and more examples given naming & locating places identifying as opposed to 'understanding' (viz. Kn & u/s of places reduced to identifying places) e.g. of non European country compass directions (though locational & directional vocabulary not new) 	
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<p>a. recognise changes in the environment [for example, traffic pollution in a street] b. proved and sustained [for example, by restricting the number of cars].</p> <p>Breadth of study</p> <p>6. During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities:</p> <p>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> <p>7. In their study of localities, pupils should:</p> <p>a. study at a local scale b. carry out fieldwork investigations outside the classroom.</p>			
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PROGRAMME OF STUDY KEY STAGE 2 (OLD)	PROGRAMME OF STUDY KEY STAGE 2 (NEW)	SIMILARITIES, DIFFERENCES, OMISSIONS, CHANGES or NEW REQUIREMENTS	IMPLICATIONS FOR SLs/class teachers/schools/others
<p>Teaching should ensure that 'geographical enquiry and skills' are used when developing 'knowledge and understanding of places, patterns and processes', and 'environmental change and sustainable development'.</p> <p>During Key Stage 2 pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in the world. They find out how people affect the environment and how they are affected by it. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions, and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.</p> <p>Knowledge, skills and understanding Geographical enquiry and skills</p> <p>1. In undertaking geographical enquiry, pupils should be taught to:</p> <ol style="list-style-type: none"> ask geographical questions [for example, 'What is this landscape like?', 'What do I think about it?'] collect and record evidence [for example, by carrying out a survey of shop functions and showing them on a graph] analyse evidence and draw conclusions [for example, by comparing population data for two localities] identify and explain different views that people, including themselves, hold about topical 	<p>Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>This will include the location and characteristics of a range of the world's most significant human and physical features.</p> <p>They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</p> <p>Pupils should be taught to:</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 	<p>Similarities</p> <p>(see a text in green in the two left hand columns)</p> <p>Differences / Omissions (see text in red in the far left hand column)</p> <ul style="list-style-type: none"> still no mention of enquiry No reference to decision making skills Environmental change and sustainable development ABSENT Thin on concepts e.g. interdependence though 'change over time' is better served(Hi)!!? No mention of secondary sources – simple omission? Still no reference to patterns and processes though de facto these are there in human and physical Gg No attainment target, so no links to levels Little or no requirement to undertake comparative studies No cross curricular links 	

<p>geographical issues [for example, views about plans to build an hotel in an overseas locality] e. communicate in ways appropriate to the task and audience [for example, by writing to a newspaper about a local issue, using email to exchange information about the locality with another school].</p> <p>2. In developing geographical skills, pupils should be taught: a. to use appropriate geographical vocabulary [for example, temperature, transport, industry] b. to use appropriate fieldwork techniques [for example, labelled field sketches] and instruments [for example, a rain gauge, a camera] c. to use atlases and globes, and maps and plans at a range of scales [for example, using contents, keys, grids] d. to use secondary sources of information, including aerial photographs [for example, stories, information texts, the internet, satellite images, photographs, videos] e. to draw plans and maps at a range of scales [for example, a sketch map of a locality] f. to use ICT to help in geographical investigations [for example, creating a data file to analyse fieldwork data] g. decision-making skills [for example, deciding what measures are needed to improve safety in a local street].</p> <p>Knowledge and understanding of places</p> <p>3. Pupils should be taught: a. to identify and describe what places are like [for example, in terms of weather, obs] b. the location of places and environments they study and other significant places and environments [for example, places and</p>	<p>Meridian and time zones (including day and night)</p> <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 within North or South America <p>Human and physical geography 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 <p>Geographical skills and fieldwork use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</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>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>	<p>Changes / New Requirements (see text in blue in the middle columns)</p> <ul style="list-style-type: none"> Greater specification of human and physical Gg Contexts narrowed down from open choice (abroad) to Europe, North and South America (i.e. no Asia, Africa, Australia, New Zealand or Pacific) Region in North or South America 	
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<p>environments in the news]</p> <p>c. to describe where places are [for example, in which region/country the places are, whether they are near rivers or hills, what the nearest towns or cities are]</p> <p>d. to explain why places are like they are [for example, in terms of weather conditions, local resources, historical development]</p> <p>e. to identify how and why places change [for example, through the closure of shops or building of new houses, through conservation projects] and how they may change in the future [for example, through an increase in traffic or an influx of tourists]</p> <p>f. to describe and explain how and why places are similar to and different from other places in the same country and elsewhere in the world [for example, comparing a village with a part of a city in the same country]</p> <p>g. to recognise how places fit within a wider geographical context [for example, as part of a bigger region or country] and are interdependent [for example, through the supply of goods, movements of people].</p> <p>Knowledge and understanding of patterns and processes</p> <p>4. Pupils should be taught to:</p> <p>a. recognise and explain patterns made by individual physical and human features in the environment [for example, where frost forms in the playground, the distribution of hotels along a seafront]</p> <p>b. recognise some physical and human processes [for example, river erosion, a factory closure] and explain how these can cause changes in places and environments.</p> <p>Knowledge and understanding of environmental change and sustainable</p>		<p><u>More of a focus on?</u></p> <ul style="list-style-type: none"> • Greater specification of places • Use of maps rather than drawing/making maps though reference to use of sketch maps • Europe rather than European Union • change over time 	
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development

5. Pupils should be taught to:
- a. recognise how people can improve the environment [for example, by reclaiming derelict land] or damage it [for example, by polluting a river], and how decisions about places and environments affect the future quality of people's lives
 - b. recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement [for example, taking part in a local conservation project].

Breadth of study

6. During the key stage, pupils should be taught the knowledge, skills and understanding through the study of two localities and three themes:

Localities

- a. a locality in the United Kingdom
- b. a locality in a country that is less economically developed

Themes

- c. water and its effects on landscapes and people, including the physical features of rivers [for example, flood plain] or coasts [for example, beach], and the processes of erosion and deposition that affect them
- d. how settlements differ and change, including why they differ in size and character [for example, commuter village, seaside town], and an issue arising from changes in land use [for example, the building of new housing or a leisure complex]
- e. an environmental issue, caused by change in

<p>an environment [for example, increasing traffic congestion, hedgerow loss, drought], and attempts to manage the environment sustainably [for example, by improving public transport, creating a new nature reserve, reducing water use].</p> <p>7. In their study of localities and themes, pupils should:</p> <ul style="list-style-type: none">a. study at a range of scales - local, regional and nationalb. study a range of places and environments in different parts of the world, including the United Kingdom and the European Unionc. carry out fieldwork investigations outside the classroom.			
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