Wincheap Foundation Primary School

Geography Curriculum, Progression of Knowledge and Skills, EYFS, KS1 and KS2

The National Curriculum for history aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
    - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
    - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
    - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the table below.

KS1	KS2

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 be taught to:
Locational knowledge
• 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
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
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
• 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
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
• 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 features of its surrounding environment.
	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.
	Pupils should be taught to:
	Locational knowledge
	• 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)
	Place knowledge
	• 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
	Human and physical geography
	• describe and understand key aspects of:
	  ○ 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 and fieldwork
	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	• 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
	• 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.

Early Years Curriculum

This Early Years Foundation Stage (EYFS) framework is mandatory for school-based early years providers. There are seven areas of learning and development within the framework that set out what providers must teach the children. All areas of learning and development are important and inter-connected. Within this framework, 'geography' falls within Understanding the World, an area which involves guiding children to make sense of their physical world and their community. The level of development children should be expected to have reached by the end of the EYFS in each area is defined by the early learning goals (ELGs). The ELGs relating to geography are as follows:

People, Culture and Communities Children at the expected level of development will:	**The Natural World** Children at the expected level of development will:
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	• Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Information about the framework can be found here:

Statutory framework for the early years foundation stage for group and school providers (publishing.service.gov.uk)

Additional non-statutory guidance in Development Matters - Non-statutory curriculum guidance for the early years foundation stage supports delivery of the statutory EYFS framework. This guidance sets out the pathways of children's development in broad ages and stages and helps practitioners make informed decisions about what a child needs to learn and be able to do next. Children's learning related to geography within Understanding the World is broken down within it as follows:

Draw information from a simple map.	**Describe what they see, hear and feel whilst outside.**	**Recognise some environments that are different from the one in which they live.**	**Understand that some places are special to members of their community.**	**Recognise some similarities and differences between life in this country and life in other countries.**	**Explore the natural world around them.**	**Understand the effect of changing seasons on the natural world around them.**
Draw children's attention to the immediate environment, introducing and modelling new	Encourage focused observation of the natural world. Listen to children describing and	Teach children about a range of contrasting environments within both their local and national region.	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own	Teach children about places in the world that contrast with locations they know well.	Provide children with have frequent opportunities for outdoor play and exploration.	Guide children's understanding by draw children's attention to the weather and seasonal features.

vocabulary where appropriate. Familiarise children with the name of the road, and or village/town/city the school is located in. Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. Offer opportunities for children to choose to draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.	commenting on things they have seen whilst outside, including plants and animals. Encourage positive interaction with the outside world, offering children a chance to take supported risks, appropriate to themselves and the environment within which they are in. Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside.	Model the vocabulary needed to name specific features of the world, both natural and made by people. Share non-fiction texts that offer an insight into contrasting environments. Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.	experiences where possible. Take children to places of worship and places of local importance to the community.	Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom. Listen to what children say about what they see. Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on.	Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and hear the natural world around them during hands-on experiences. Create opportunities to discuss how we care for the natural world around us. Offer opportunities to sing songs and join in with rhymes and poems about the natural world. After close observation, draw pictures of the natural world, including animals and plants. Observe and interact with natural processes, such as ice melting, a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water.	Provide opportunities for children to note and record the weather. Select texts to share with the children about the changing seasons. Throughout the year, take children outside to observe the natural world and encourage children to observe how animals behave differently as the seasons change. Look for children incorporating their understanding of the seasons and weather in their play.

At Wincheap, we have created a curriculum for our children in reception to enable them to meet the requirements of the EYFS framework for Understanding the World as above. Our curriculum also draws on the guidance within *Development Matters.* It is tailored to meet the needs and interests of our children while ensuring they are ready for the next stage of their learning in KS1, with firm foundations in place for future learning in geography.

Our geography curriculum is designed around three strands of knowledge which interlink to form the foundation for children's geography learning at Wincheap. These three key strands are: Core Knowledge (Knowing about), Procedural Knowledge (Knowing how) and Conceptual Knowledge (thinking about).

Core knowledge (Knowing about...)

What do we know about aspect of geography we are learning about?

From knowing information about the physical and human geography of a country to understanding the role of oceans in the water cycle;
'Core Knowledge' is concerned with the knowing of facts about geography.

Factual Knowledge:
(E.g. names of places, countries, capitals, geographical vocabulary)
Key Geographical Ideas
(E.g. biomes, trade, settlement, weather and climate)

Procedural Knowledge (Knowing how...)

Knowing how geographers investigate and carry out fieldwork enquiry

From questioning and interpreting findings to using maps and atlases, 'procedural knowledge' is concerned with the skills a geographer uses to learn about the geography of our world. Pupils gain procedural knowledge mainly through the geographical skills and fieldwork strand of our curriculum.

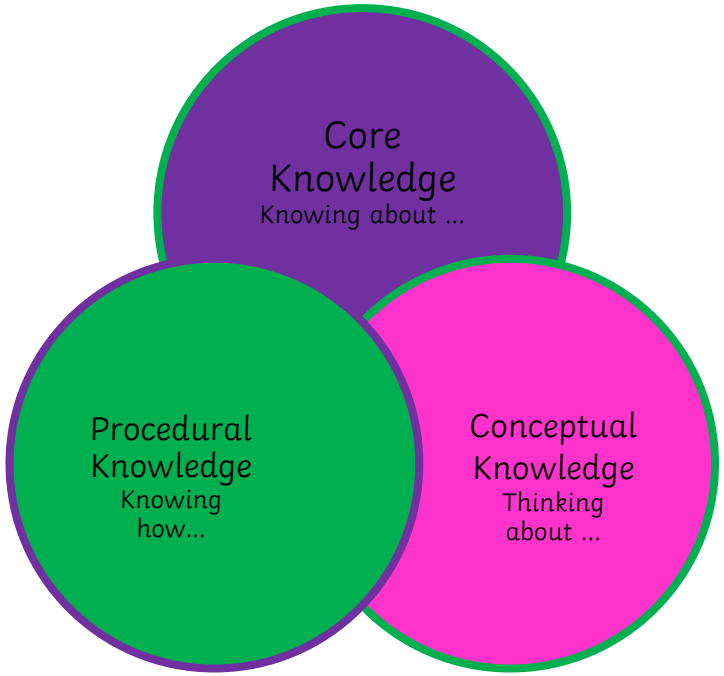
Conceptual Knowledge (Thinking about...)

Knowing about abstract ideas

When we look at how and why the world is changing, environmental impact, how physical and human processes interact, this is 'conceptual knowledge'. These 'Thinking About' concepts are fundamental to having a depth of geographical knowledge and understanding.

It is important to note that there is considerable interplay between these strands and the concepts within them.

Thinking like a geographer
Fieldwork, map skills, enquiry, using evidence, interpreting and making connections, communicating findings



Concepts and Ideas
Place
Space
Scale
Interdependence
Physical and human processes
Environmental impact
Sustainable development
Cultural awareness
Cultural diversity

The Four Strands of Geography

Locational Knowledge	Place Knowledge	Human and Physical	Geographical Skills and Fieldwork
An understanding of locational knowledge helps pupils to develop their understanding of where specific places are locally, nationally and worldwide and an understanding of distance and scale. Locational knowledge can be gained from the information in maps and globes. Pupils develop their understanding of how to find the location of places using maps and atlases, latitude and longitude etc. and how to recognise symbols and different scales.	Place knowledge builds on locational knowledge. Pupils learn not only how to locate a physical area on a map but they also develop their knowledge of the area so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities. At primary school, pupils make comparisons between different places but also study the same place over time.	Human geography relates to the people who live in our world. This area of geography explores things like population, migration and settlement patterns. Physical geography relates to the natural world around us. It explores things like how our landscape is created and changes over time; how rivers and glaciers change the environment around us; why areas experience the weather and climate they do.	Pupils learn to interpret maps, globes and atlases. This supports their development of a sense of place. This begins with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places. Through fieldwork, pupils learn how to observe and record the environment around them and this helps them to remember key geographical knowledge. Fieldwork draws together pupils' knowledge of location and human and physical processes, helping pupils to see the connections between them.

These four strands and the concepts within them are all interlinked. For this reason, elements of each strand are in all areas of our Geography learning.

Geographical Concepts

Place	Space	Scale
Understanding and forming an image of a 'place' means looking at various aspects together e.g. What's this place called? What is it like? What kind of features does it have (human and physical)? How and why is it changing? What do people do here? How do I feel about it? How does it compare to other places?	Understanding 'space' involves ideas like this and the relationships between them: Where is this place? How does it connect to other places? How can it be mapped? What is unique about this place/its location?	Scale can refer to size or level of geography, from local to national, international and global. Pupils make links between geographical issues and processes at these different scales. Scale also helps us understand how different geographical concepts are interconnected at various levels. E.g. How does my view of this place change if I zoom in? How and why are places connected? What is the local/global story?

Interdependence	Physical and human processes	Environmental impact and sustainable development	Cultural awareness and diversity
Interdependence is the idea that everything in the world is connected and interdependent. It explores the relationships between different regions, societies, and environments. It helps us understand the complex web of connections that exist on Earth and how changes in one area can impact others.	Human processes include aspects such as: population and migration; changes in society e.g. development, globalisation and use of resources and the way humans interact with the physical world. Physical processes relates to the natural world around us, how features are created and change over time. Pupils learn that the two types of processes are interlinked and influence each other.	Environmental impact and sustainable development focus on the long-term well-being of our planet and the responsible use of its resources. They explore the relationship between humans and the Earth, e.g. How do human activities affect ecosystems and lead to environmental changes, both locally and globally? .	Diversity is appreciating the differences and similarities between people, places, environments and cultures and understanding the contribution they make to the way societies and economies function. Diversity exists between and within places and cultures and may lead to inequalities and conflict and is an important concept in understanding the world.

Curriculum Intent

At Wincheap, our carefully structured geography curriculum is designed to ignite children's curiosity about the world and its people, providing a purposeful means for exploring, appreciating and understanding the Earth's key physical and human processes, how they have evolved and continue to evolve. We aim to enable pupils to think like geographers and develop their understanding of different places, people and environments and the formation and use of landscapes. Our geography curriculum starts in the early years and ensures that pupils build on their geographical knowledge as they move through the school. It develops pupils' confidence to learn through experience, particularly through practical activities, enquiry and fieldwork, developing their ability to question, observe, measure, record, analyse and present their findings. Through our curriculum, we aim to build understanding of how human and physical processes interact to shape the world we live in. We encourage our pupils to consider concepts such as sustainability and the ways they may become active citizens and contribute to positive change within the world.

Our geography curriculum enables pupils to fulfil the National Curriculum aims and end of key stage attainment targets. In the EYFS, the activities allow children to work towards the 'Understanding the world' Early Learning Goals and Development Matters statements, while also giving them a solid basis of knowledge to support them in their further geography learning in Key Stage 1.

Curriculum Implementation

Our geography curriculum has clear progression of knowledge and skills within each year group across the disciplinary concepts and four strands of geography as shown in the diagrams above. Geography is taught weekly in terms 1, 4 and 6 with a focus on place and location in term 1 starting with a class country topic at the beginning of the year. Children's geographical learning starts with the familiar in reception, then gradually builds outwards through KS1 and KS2, from the local area to London and the UK, to Europe, North and South America, and draws comparisons between places and locations and their climates and habitats in other parts of the world. Our classes in KS1 and KS2 are each named after a country in the part of the world that forms the basis of their learning in the first term. In this way, children's knowledge and understanding of how countries fit into the wider world is developed progressively. Pupils' understanding of physical geography also starts with the familiar and builds outwards, from the features in the area around the school in reception, to other local areas in KS1, then extending out to volcanoes, rivers, mountains and polar landscapes in KS2. Human and physical geography is largely a focus in term 4. Each topic includes many opportunities for developing knowledge of mapping and comparison of local geography with features across the wider world. Fieldwork skills are developed year on year with each unit containing elements of geographical skills and fieldwork to ensure that these are practised frequently. Concepts such as place, space and scale are introduced in KS1, then extended and built on progressively across KS2.

In order for pupils to know more and remember more in each area of geography studied, our curriculum has a spiral approach so that pupils revisit knowledge and skills with increasing complexity, allowing them to build on previous learning. Our suggested series of lessons for each key stage provide structure and narrative, but are by no means used exclusively. Additional leaning and enrichment opportunities, including cross-curricular learning, are included in each topic according to the interests of the children and to maximise opportunities to bring learning to life. We draw heavily on the rich opportunities afforded by the local area to bring learning to life, to explore human and physical features and the way the local landscape has been shaped over time. The geography of our local area and comparisons with the wider world are a focus in term 6. Our geography 'topics' enable pupils to make links with their learning in history to develop their knowledge of the way places have changed over time. For example, pupils in Year 3 learn about Ancient Greece, the Roman Empire and the geography of modern-day Greece, Italy and Europe, and in Year 5, study of mountains and world food production complements pupils' history learning about the Ancient Maya. Each 'topic' starts with a 'Wow moment' to engage pupils' interest and many involve workshops, trips or visits either locally or further afield. 'Showcase' opportunities enable parents, carers and families to share and support their children's learning.

We adapt our lessons carefully for all of our pupils and for those with SEND to ensure that all pupils can access the learning and record their learning in a variety of ways. Additional challenges within lessons provide an opportunity to deepen understanding. Key geographical vocabulary is taught and developed steadily as pupils progress through the school. The impact of our geography curriculum is continually monitored through both formative and summative assessment within each unit. This includes opportunities for pupils to present their findings using geographical skills. Retrieval quizzes and key questions in lessons ensure that prior knowledge is used and revisited regularly so that pupils remember what they have learnt and are building their knowledge over time.

Geography Long Term Plan

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 (Country Topic, Places and Locations)	Autumn 1: All About Me Exploring Outdoors (UTW geography focus) Autumn 2: Winter	Great Britain Grand Tour What's it like in London and the UK? The United Kingdom	From the Equator to the Poles Would you rather live in a hot or a cold place? Africa, Antarctica and the United Kingdom	From the South East to Greece How does my region compare to the South Aegean in Greece? Europe	From Rio to the Rainforest Why are rainforests important to us? South America and Rainforests	Are All Deserts Hot? Are all deserts hot? North America and deserts	From Ecuador to the Galapagos Why is Ecuador the country of the four worlds? South America
Spring 2 (Human and Physical Geography)	Spring 1: Once Upon a Time Map Explorers (UTW geography focus) Spring 2: Space	Hailstones and Heatwaves What's the weather like in the United Kingdom? The United Kingdom	Wonders of the World What are some of the wonders of the world? The 7 continents	Rock Solid Why do people live near volcanoes? Volcanoes and Earthquakes	From the Atlantic to the Arctic Ocean Why are oceans important? Oceans and the Water Cycle	Sensational Summits What is life like in the mountains? Mountains	From Titanic to the Tundra How do human and physical processes interact in the Arctic and Antarctica? The Arctic and Antarctica
Summer 2 Canterbury and comparisons	Summer 1: Canterbury Summer 1: Animals Across the World World Explorers (UTW geography focus)	From Canterbury to Rio What's it like to live in Rio? The United Kingdom, South America	Curious Coastlines of Kent What are some human and physical features of our coastline? The United Kingdom	Us in the UK What's the geography of the United Kingdom like? The United Kingdom	From the Nile to the Amazon What are rivers and how are they used? Rivers	From California to Canterbury Where does our food come from? Land Use and Food Production North and South America and the United Kingdom	Carroty Here We Come! Can we carry out an independent fieldwork enquiry? Fieldwork Investigation

Progression of Knowledge and Skills in Geography

Early Years Foundation Stage			
Locational Knowledge	**Place Knowledge**	**Human and Physical**	**Geographical Skills and Fieldwork**
Understanding the world **Development Matters** Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. **Early Learning Goals** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps	**Understanding the world** **Development matters** Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries. **Early Learning Goals** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class	**Understanding the world** **Development matters** Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. **Early Learning Goals** Explore the natural world around them, making observations and drawing pictures of animals and plants. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.	**Understanding the world** **Development matters** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community Draw information from a simple map. **Early Learning Goals** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
Skill Identify land and water on a map or globe Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area). **Knowledge** Know some vocabulary to describe different bodies of water, even if not used correctly (sea/ocean, lake, river, pond). Usually water is represented in blue on a map or globe. Know the name of their school and the place where they live. Know some vocabulary to describe the characteristics of different places, even if not used correctly (hill, field, building, road, house, old).	**Skill** Discuss how environments in stories and images are different to those they live in. **Knowledge** Know that places within this country can be different from each other. Know that places in this country and places in other countries are different.	**Skill** Observe weather across the seasons. Observe and discuss the effect the changing seasons have on the world around them. Begin to use the names of the seasons in the correct context. Make observations about the features of places (in stories, photographs or in the school grounds/local area). Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area). **Knowledge** Know the words Spring, Summer, Autumn and Winter to describe the season. Know some key characteristics of each season. Know that there are four seasons in a year with different weather conditions. Know some vocabulary to describe different bodies of water, even if not used correctly (sea/ocean, lake, river, pond) Know some vocabulary to describe different places, even if not used correctly (hill, field, building, road, house, old)	**Question** Ask questions about the world around them. **Observe** Comment on the features they see in their school and school grounds. **Measure** Answer simple questions, guided by the teacher. **Record** Create some of the features they notice in the school and school grounds. **Present** Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning.

Progression of Knowledge and Skills in Geography

Key Stage 1			
	Locational Knowledge		Place Knowledge
NC KS1	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.	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.
Year 1	**Skill** Name and locate the world's seven continents and five oceans on a world map, atlas or globe. Show the continent we live in. **Knowledge** A continent is a large area of land. The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. We live in Europe. Water covers $\frac{3}{4}$ of the Earth's surface and is grouped into seas and oceans. An ocean is a large body of salt water and a sea is a smaller one. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean.	**Skill** Name and locate the UK four countries and their capital cities on a map of the UK. Show England, London and Canterbury on a UK map. **Knowledge** The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast of Northern Ireland, Edinburgh of Scotland and Cardiff of Wales. The countries of the United Kingdom are made up of cities, towns and villages.	**Skill** Identify similarities and differences between two places (Canterbury and Rio de Janeiro). **Knowledge** Places can be compared by size, human and physical features, location, weather and climate. Life elsewhere in the world is often different to ours but has similarities too.
Year 2	**Skill** Name and locate the five oceans and seven continents around the world on a world map, atlas or globe. **Knowledge** A continent is a large area of land with a group of countries. The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. Asia is the largest continent. An ocean is a large body of salt water and a sea is a smaller one. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. The Pacific is the largest ocean. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea.	**Skill** Name and locate the UK four countries and their capital cities on a map of the UK. Show England, London and Canterbury on a UK map. Identify human and physical characteristics of the four countries and capital cities of the UK. **Knowledge** England is made up of different counties. The countries of the UK are quite different, e.g. Scotland has many mountains, Northern Ireland has the largest lake in Britain and Cornwall in the south of England has lots of sandy beaches. England is the biggest country in the United Kingdom. A capital city is a city that is home to the government and ruler of a country. Name some physical and human features and landmarks of the four UK capital cities. **Skill** Name and locate seas and oceans surrounding the UK, on a map of the UK. **Knowledge** A sea is a body of water that is smaller than an ocean. The United Kingdom is surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea	**Skill** Describe and compare similarities and differences in human and physical features between an area of the UK and a contrasting non-European country **Knowledge** Places can be compared by size, human and physical features, transport, location, weather and climate, Know some similarities and differences between physical and human features where they live and in a contrasting non-European country

Progression of Knowledge and Skills in Geography

Lower Key Stage 2				
	Locational Knowledge			Place Knowledge
NC KS2	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).	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.
Year 3	**Skill** Locate countries, major cities, significant mountain ranges and rivers in Europe (including Russia) on a world map. Locate significant cities and human and physical features of countries studied. **Knowledge** Russia is part of both Europe and Asia. Know the names of some countries, major cities, significant mountain ranges and rivers in Europe. **Skill** Locate significant volcanoes and the Ring of Fire and explain why they are important. **Knowledge** Mountains, volcanoes and earthquakes occur mainly at plate boundaries. Name significant and earthquake-prone areas including the San Andreas Fault in North America and the Ring of Fire. Over $\frac{3}{4}$ of the world's earthquakes and volcanic eruptions happen along the Ring of Fire.	**Skill** Name, locate and describe some major counties and cities in the UK. **Knowledge** Know the names of some major cities and the 12 UK counties. The UK has 12 geographical regions. Know the main types of land use and settlements. Know they live in Kent and some human and physical features of the region.	**Skill** Locate significant places with reference to the Equator , Northern Hemisphere and Southern Hemisphere. **Knowledge** The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Countries The climate of a place varies depending on its location in relation to the Equator and the Poles.	**Skill** Classify, compare and contrast different types of geographical feature in 2 regions studied. **Knowledge** Know how human and physical features of 2 regions studied are similar and different. **Skill** Describe how and why humans have responded in different ways to their local environment (volcanoes and earthquakes). **Knowledge** Know the negative and positive effects of living near a volcano. Know how communities respond to earthquakes.
Year 4	**Skill** Locate countries, major cities, significant mountain ranges and rivers in South America on a world map, atlas or globe. Locate significant cities, and human and physical features of countries studied. **Knowledge** Know the names of some countries, major cities, significant mountain ranges and rivers and environmental areas in South America. **Skill** Name, locate and explain the importance significant of climate and environmental areas in South America. **Knowledge** Biomes are areas with similar climates, vegetation and animals: rainforest, desert, savannah, grassland, woodland, tundra and aquatic. There are rainforests with a very hot and wet climate located in South America near the equator.	**Skill** Create a detailed study of the rivers of the UK. **Knowledge** Significant UK rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. **Skill** Name, locate and describe some major counties and cities in the UK in relation to rivers studied. **Knowledge** Know the names of some major cities, the 12 counties and 12 geographical regions of the UK.	**Skill** Locate significant places using latitude and longitude. **Knowledge** Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. **Skill** Identify the location of the Tropics of Cancer and Capricorn on a world map. **Knowledge** The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. Countries near the equator have less seasonal change than those near the Poles. .	**Skill** Describe and compare aspects of physical features and how these can change over time. **Knowledge** A physical feature e.g. rivers, oceans, lakes and rainforests can change over time due to physical processes or human actions, e.g. erosion and climate change. **Skill** Explain why deforestation happens and how people can change their environment. **Knowledge** Know what deforestation is and the ways in which this happens.

Upper Key Stage 2

	Locational Knowledge			Place Knowledge
NC KS2	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).	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.
Year 5	**Skill** Locate countries, major cities, significant mountain ranges and rivers in North America on a world map, atlas or globe. Locate significant cities and human and physical features of countries studied on maps. **Knowledge** Know the names of some countries, major cities, significant mountain ranges and rivers in North America. North America includes the USA, Canada and Mexico and the Central American countries. The USA has 50 states. **Skill** Name, locate and explain the significance of climate and environmental areas in North America. **Knowledge** Climate zones are areas of the world with similar climates: equatorial, tropical, hot desert, temperate and polar. Biomes are areas with similar climates, vegetation and animals: rainforest, desert, savannah, grassland, woodland, tundra and aquatic; Vegetation belts are areas with similar plant species. **Skill** Identify some problems of farming in a developing country and how we can support. **Knowledge** Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology can reduce these challenges. **Skill** Name, locate and describe major world cities. **Knowledge** Name some major cities of countries studied so far.	**Skill** Name and locate some significant areas in the UK used for the three main types of farming. **Knowledge** The 3 main types of farming in the UK are arable, pastoral and mixed. **Skill** Explain how land use has changed over time using examples. **Knowledge** An example of changing land use is that the number of allotments grew by 70% during WW2 due to food shortages. **Skill** Create a detailed study of the mountains of the UK. **Knowledge** Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. **Skill** Identify the topography of an area of the UK using contour lines on a map. **Knowledge** Topography is the arrangement of the natural and artificial physical features of an area **Skill** Name, locate and describe some major counties and cities in the UK in relation to mountains and land use. **Knowledge** Know the names of some major cities, the 12 counties and 12 geographical regions of the UK.	**Skill** Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). **Knowledge** The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later.	**Skill** Identify and describe the similarities and differences in physical and human geography between two environmental regions studied (deserts and mountain regions). **Knowledge** Know some similarities and differences physical and human geography between desert and mountain regions. **Skill** Explain how humans have used mountain environments in a region of the UK and the Alps. **Knowledge** Know some similarities and differences the ways humans have used mountain environments in a region of the UK and the Alps.
Year 6	**Skill** Locate significant cities, human and physical features of countries studied on maps; explain the significance of the ecosystems of Ecuador, the Arctic and Antarctica, challenges faced, and how they are being protected. **Knowledge** Ecuador has 4 distinct ecoregions: the Andean highlands, Amazon rainforest, Pacific coast, and the Galapagos Islands. Know the key features of polar regions and their ecosystems. Know the challenges they face, and how they are protected. **Skill** Name, locate and describe major world cities. **Knowledge** Name some major cities of countries studied so far.	**Skill** Describe patterns of human population growth and movement, economic activities, land use and human settlement patterns in the areas studied. **Knowledge** How patterns of human population, economic activity, land use and human settlement have changed over time in the polar regions and in Ecuador.	**Skill** Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night). **Knowledge** The Northern Hemisphere is the part of Earth that is to the north of the equator and the Southern Hemisphere is to the south. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured.	**Skill** Describe the climatic similarities and differences between the different areas of Ecuador and their impact on flora and fauna found there. **Knowledge** Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.

Progression of Knowledge and Skills in Geography

Key Stage 1			
	Human and Physical Geography		
NC KS1	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	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
Year 1	**Skill** Identify patterns in daily and seasonal weather. **Knowledge** Know the four seasons in the UK, typical weather patterns and days are shorter in winter and longer in summer. Know types of weather. Weather conditions can be measured and recorded. Symbols are used to show different types of weather. Different parts of the UK often have different weather. Weather affects what we do and wear.	**Skill** Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. **Knowledge** Physical features are naturally-created features of the Earth.	**Skill** Name and describe the purpose of human features and landmarks. **Knowledge** Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features that are easily seen and recognised from a distance. They also help someone to establish and describe a location.
Year 2	**Skill** Locate hot and cold areas of the world in relation to the equator and the North and South Poles. Describe simple weather patterns of hot and cold places. Locate the equator and the North and South Poles on a world map or globe. **Knowledge** Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth and the South Pole the most southern. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. A weather pattern is a type of weather that is repeated.	**Skill** Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. **Knowledge** A physical feature is one that forms naturally, and can change over time due to weather and other forces.	**Skill** Use geographical vocabulary to describe how and why people use a range of human features. **Knowledge** Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways, e.g. an airport can be used for work or leisure and a harbour can be used for industry or travel. **Skill** Identify the characteristics of a settlement. **Knowledge** A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops and roads.

Progression of Knowledge and Skills in Geography

Lower Key Stage 2

Human and Physical Geography

NC KS2	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Describe and understand key aspects of 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.
Year 3	**Skill** Explain how plate tectonics have changed the Earth's surface over time and created mountains and volcanoes. Describe why and where volcanoes and earthquakes occur and effects they can have. **Knowledge** The Earth's crust is divided into tectonic plates that move and meet at plate boundaries. Plate movement can create mountains, volcanoes and earthquakes. An earthquake is an intense shaking of the ground. Volcanoes and earthquakes can affect many people and cause widespread damage. **Skill** Name and describe the types of rocks of the Earth's four layers. **Knowledge** Know the three main types of rock found in the Earth's crust, sedimentary, igneous and metamorphic and how they are formed. Know the four different layers of the Earth. **Skill** Explain how the weather affects the use of urban and rural environments. **Knowledge** Know how weather affects land use in the Mediterranean countries studied.	**Skill** Describe the different types of settlement or land use. **Knowledge** Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas (residential areas surrounding cities). Land use includes recreational, transport, agricultural, residential, commercial and industrial.
Year 4	**Skill** Identify the Earth's biomes. **Knowledge** Biomes are areas of world with similar climates, vegetation and animals, e.g. desert, forest, grassland, tundra and aquatic. The hottest biomes are found between the Tropics of Cancer and Capricorn. **Skill** Use specific geographical vocabulary and diagrams to explain the water cycle. **Knowledge** Know the process and stages of the water cycle. **Skill** Identify key features of rivers **Knowledge** Know the courses and key features of a river. **Skill** Explain the importance of oceans to climate. **Knowledge** Know how oceans influence climate. Threats to the oceans include pollution and global warming. **Skill** Explain the location and significance of rainforests. **Knowledge** Know the layers of the rainforest and some of the flora and fauna found within them. Know the effects of deforestation.	**Skill** Explain ways that settlements, land use or water systems are used in the UK and other parts of the world studied. **Knowledge** Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.

Progression of Knowledge and Skills in Geography

Upper Key Stage 2

Human and Physical Knowledge

NC KS2	Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Describe and understand key aspects of 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.
Year 5	**Skill** Identify vegetation belts and the Earth's major climate zones and biomes and explain their common characteristics. **Knowledge** The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. Climate can influence the kind of food grown. Major biomes include: rainforest, desert, savannah, grassland, woodland and tundra and aquatic. Biomes are areas of world with similar climates, vegetation, relief, and geology. Vegetation belts are areas of the world which are home to similar plant species. **Skill** Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. **Knowledge** North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands. **Skill** Explain the formation of different mountain types and describe altitudinal zonation on mountains **Knowledge** Know how mountains are formed. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. **Skill** Describe how soil fertility, drainage and climate affect agricultural land use. **Knowledge** Soil fertility, drainage and climate influence the placement and success of agricultural land.	**Skill** Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. **Knowledge** Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. **Skill** Describe different types of agricultural land use in the UK. **Knowledge** Agricultural land use in the UK can be divided into three main types, arable, pastoral and mixed. An allotment is a small piece of land used to grow produce. A wide variety of crops and livestock are farmed in the UK.
Year 6	**Skill** Explain how climate change affects climate zones and biomes across the world. **Knowledge** Climate change is the long-term change in patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather and is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. **Skill** Compare and describe physical features of polar landscapes. **Knowledge** The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the polar regions include glaciers, icebergs and ice caps	**Skill** Explain how humans function in the place they live. **Knowledge** The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. **Skill** Describe the distribution of natural resources in an area or country. **Knowledge** Natural resources include food, minerals, energy sources and water.

Progression of Knowledge and Skills in Geography

Key Stage 1

Geographical Skills and Fieldwork

NC KS1	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 [e.g., 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 features of its surrounding environment.
Year 1	**Skill** Name and locate the world's seven continents and five oceans on a world map. **Skill** Name and locate the four countries of the UK and their capital cities on a map of the UK **Knowledge** Atlases and globes give information about the world and maps about a place. A map is a picture of a place, usually drawn from above.	**Skill** Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other on a map. **Skill** Begin to use the compass points (N, S, E, W) to describe the location of features on a map **Knowledge** Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn.	**Skill** Identify features and landmarks on an aerial photograph or plan perspective. **Knowledge** Aerial photographs and satellite images are pictures taken from the air or space. An aerial photograph or plan perspective shows an area of land from above. **Skill** Draw a simple sketch map of the classroom or playground using simple pictures, colours or symbols to represent features. Add labels to sketch maps **Knowledge** A map is a picture or drawing of a place that can show human and physical features. Maps have symbols and keys to show features of a place	**Question** Ask questions about the world around them. **Observe** Comment on the features they see in their school and school grounds. **Measure** Ask and answer simple questions about the features of their school and school grounds. **Record** Draw some features in their school and school grounds in correct relation to each other on a sketch map. **Present** Say how they feel about a place and explain why they like/dislike some of its features.
Year 2	**Skill** Name and locate the world's seven continents and five oceans on a world map. **Skill** Name and locate the four countries of the UK and their capital cities on a map of the UK **Skill** Name and locate the seas and oceans surrounding the UK on a map of the UK. Recognise why maps need a title. **Knowledge** Atlases and globes give information about the world and maps about a place. A map is a picture of a place, usually drawn from above. Maps need a title and purpose.	**Skill** Use simple compass directions to describe the location of features or follow a route on a map. **Knowledge** The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.	**Skill** Identify features and landmarks on an aerial photograph or plan perspective. **Knowledge** Aerial photographs and satellite images are pictures taken from the air or space. An aerial photograph or plan perspective shows an area of land from above. **Skill** Draw or read a range of simple maps that use symbols and a key. Find a given OS symbol on a map with support. Begin to draw objects to scale (e.g show the school playground is smaller than the school or school field). **Knowledge** A map is a picture or drawing of place that can show human and physical features. Maps use symbols and a key to explain what the symbols and colours represent.	**Question** Recognise there are different ways to answer a question. **Observe** Discuss features they see on a local walk. Ask and answer simple questions about local human and physical features. **Measure** Collect quantitative data through a small enquiry to answer a question. **Record** Classify features they notice into human and physical with support. Take digital photographs of local geographical features. Make digital audio recordings of interviews. **Present** Present data in simple tally charts, pictograms or bar charts and comment on what the data shows. Ask and answer simple questions about data. **Knowledge** An interview can be a way to find out people's views about their area. A tally chart is a way of collecting data quickly. A pictogram and a bar chart can be used to show data.

Progression of Knowledge and Skills in Geography

Lower Key Stage 2

Geographical Skills and Fieldwork

	NC KS2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	NC KS2 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.	NC KS2 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. Year 3 and Year 4 Fieldwork Progression	
NC KS2				
Year 3	**Skill** Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Begin to use maps at more than one scale. Find countries and features of countries in an atlas using contents and index. **Knowledge** Maps, globes and digital mapping tools can help to locate and describe significant geographical features. A scale shows how much smaller a map is compared to real life.	**Skill** Begin to use the key on an OS map to name and recognise physical and human features studied. Use 4-figure grid references to locate features on a map. Locate features using the 4 points of a compass. Say which directions are N, S, W and E on an OS map. Label some features on an aerial photo and locate them on an OS map of the same locality and scale. Use a simple key on their own map to show an example of human and physical features. Make and use a simple route on a map. **Knowledge** The four points of a compass. An OS map shows human and physical features as symbols. Grid references help us locate a particular square on a map.	**Skill** Analyse primary and secondary data, identifying any patterns observed. **Knowledge** Primary data includes information gathered by observation and investigation. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. An annotated drawing or sketch map gives a rough idea of features without being completely accurate. Know what a bar chart, pictogram and table are and when to use each one to represent data.	**Question** Begin to plan how to collect data to answer an enquiry based question, with teacher support. **Observe** Map land use in a small local area. Observe, record, and name local geographical features. **Measure** Design a questionnaire / interviews to collect quantitative fieldwork data. **Record** Take digital photos and label them. Make annotated sketches, field drawings and freehand maps to record observations during fieldwork. Begin to use a simplified Likert Scale to record views. **Present** Present data using plans, sketch maps, annotated drawings, graphs, presentations, writing and digital technologies. Suggest different ways a locality could be changed and improved. Analyse and present quantitative data in charts and graphs.
Year 4	**Skill** Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Use maps at more than one scale and use the scale bar to estimate distances. Find countries and features of countries in an atlas using contents and index. Zoom in and out of a digital map. **Knowledge** An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area.	**Skill** Use the eight points of a compass and four-figure grid references to locate and plot places and features on a map. **Knowledge** Know how four-figure grid references work and that they give detailed information about locations on a map.		

Progression of Knowledge and Skills in Geography

Upper Key Stage 2

Geographical Skills and Fieldwork

	NC KS2 Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	NC KS2 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.	NC KS2 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. Year 5 and Year 6 Fieldwork Progression	
Year 5	**Skill** Analyse maps, including digital mapping and satellite images, to locate countries and describe features studied. Confidently use maps at more than one scale and use the scale bar to estimate distances. Use models / maps to talk about contours and slopes. Select maps for a specific purpose. Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Locate features using six-figure grid references. **Knowledge** Aerial photography can be used alongside maps to find out detailed information about a place.	**Skill** Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. **Knowledge** Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key physical and human features. **Skill** Identify elevated areas, depressions and river basins on a relief map. **Knowledge** Relief maps show the contours of land based on shape and height. Contours on a map show height and slope.	**Skill** Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. **Knowledge** Know how to use a range of data collection methods. GIS is a digital system that creates and manages maps, used to support analysis for enquiries.	**Question**. Choose the best approach to answer their own enquiry question. **Observe** Make sketch maps of areas studied including labels and keys where necessary. Independently or collaboratively plan how to collect data to answer an enquiry-based question. **Measure** Select appropriate methods for data collection. Design interviews or questionnaires to collect qualitative data. **Record** Use GIS (Geographical Information Systems) to plot data sets (e.g. prevalence of crop types) onto base maps to analysed. Use a simplified Likert Scale to record. Conduct interviews or questionnaires to collect qualitative data. Interpret and use data. Identify and mitigate potential risks during fieldwork. **Present** Decide how to present data using a variety of methods. Draw conclusions using findings from fieldwork to support reasoning. Evaluate evidence collected and suggest ways to improve this. Analyse quantitative data in charts and line graphs.
Year 6	**Skill** Use satellite imaging and maps of different scales to find out geographical information about a place. Select maps for a specific purpose. Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Recognise an increasing range of OS symbols on maps. Locate features using six-figure grid references. **Knowledge** Satellite images are photographs of Earth taken by imaging satellites. .	**Skill** Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. **Knowledge** A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features.		

Outline Progression Map

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Country Topic Additional learning related to the geography, people, places, culture of the class country					
United Kingdom: Countries and capitals Physical and human features	Africa: Country, continent, neighbouring countries, capital World map, atlas and globe Physical and human features Rivers and mountains The Equator, hottest and coldest places, temperate zones, northern and southern hemispheres	Europe: Country, continent, cities and neighbouring countries, physical and human features, rivers and mountains Equator, poles, temperate zones, hemispheres World map, atlas, globe, Ordnance Survey maps, scales 4-figure grid references 4 points of the compass How do satellites make maps?	South America: Country, continent, cities and neighbouring countries, physical and human features, rivers and mountains Equator, poles, temperate zones, hemispheres World map, atlas, globe, satellite maps Ordnance Survey maps, scales 4-figure grid references 6-figure grid references 8 points of the compass Lines of latitude and longitude, Prime and Greenwich Meridian Biomes	North America: Country, continent, cities and neighbouring countries, physical and human features, rivers and mountains; Equator, poles, temperate zones, hemispheres; world map, atlas, globe, satellite maps; Lines of latitude and longitude, Prime and Greenwich Meridian,; OS maps, scales; 4-figure and 6-figure grid references; 8 points of the compass; Tropics of Cancer and Capricorn Time zones Comparing OS and other maps; Maps at more than one scale; Scale bar to estimate distances; Models / maps for contours and slopes The 5 climate zones: desert, equatorial, polar, temperate and tropical 7 main biomes: rainforest, desert, savannah, grassland, tundra, woodland and aquatic Vegetation belts	South America – Ecuador and the Galapagos: Country, continent, cities and neighbouring countries, physical and human features, rivers and mountains; Equator, poles, temperate zones, hemispheres; world map, atlas, globe, satellite maps; Lines of latitude and longitude, Prime and Greenwich Meridian, time zones; OS maps, scales; 4-figure and 6-figure grid references; 8 points of the compass; Tropics of Cancer and Capricorn; Climate zones, biomes and vegetation belts Comparing OS and other maps; Maps at more than one scale; Scale bar to estimate distances; Models and maps for contours and slopes The 5 climate zones: desert, equatorial, polar, temperate and tropical 7 main biomes: rainforest, desert, savannah, grassland, tundra, woodland and aquatic Scales: distances, relative size
Continents, climate zones, biomes and vegetation belts					
Europe, South America (Brazil) Weather Amazon rainforest	Contrasting regions: Africa, Antarctica, the UK Hot and cold climates: Equatorial and Polar Savannah and grassland	Europe and the United Kingdom Mediterranean climate Woodland	Biomes Rainforest and ocean biomes	The 5 climate zones 7 main biomes: Hot desert biomes, polar desert (tundra) The Earth's vegetation belts Climate and food production	The 5 climate zones 7 main biomes: Climate and the effects on ecosystems and biodiversity
Fieldwork					
School playground Measuring weather conditions Features seen on a local walk	Map work Map features of Canterbury Investigating a local coastal town	Land use around the school Rock types in the school grounds How to plan and conduct a fieldwork enquiry	Local orchards and woodland Litter in the local environment investigation Local river fieldwork	Map skills in the local area: exploring contour lines Investigate recreational land use in Canterbury What is grown on local allotments?	Map work relating to the Galapagos Virtual polar expedition Fieldwork enquiry: Hambrook Marsh

Year Group Termly Overview

Key – Colour Coding	Geographical Skills and Fieldwork	**Spiral Curriculum** - Knowledge and Skills introduced and built on over the year	**Spiral Curriculum** - Building on prior learning of knowledge and skills taught in previous years

EYFS					
Autumn 1 All About Me Exploring Outdoors (UTW geography focus)	Autumn 1 Winter	Spring 1 Space Map Explorers (UTW geography focus)	Spring 2 Once Upon A Time	Summer 1 Canterbury	Summer 2 Animals World Explorers (UTW geography focus)
Exploring natural objects using the senses. Observational painting. Making observations of the world around them. Exploring the weather and describing different weather conditions. Using the senses to observe and talk about experiences whilst outside. Exploring the seasons and beginning to notice some of the features of the changing seasons. Beginning to recognise seasonal weather conditions.	Developing confidence in using the senses to observe and talk about experiences whilst outside. Exploring the seasons and the features of the changing seasons. Observing and exploring seasonal weather conditions	Exploring Maps: Finding and naming familiar features on maps. Looking at the school from above on maps and satellite images. Considering shapes and positions of features when making a map. Building and describe a model of a familiar place. Describing a journey using objects found along the way. Investigating a range of maps Creating their own maps. Fieldwork in the school grounds and how they look in the daytime and night time	Build on knowledge of maps and journey sticks to make maps for places and journeys in stories.	Fieldwork in the local area to explore the features of the local environment. Making sketch maps. Beginning to explore the features of the local environment beyond the school by looking at photos and digital maps such as Google Maps to explore satellite images of the local area and identify the United Kingdom.	Comparing features in the local environment to other places around the world. Comparing contrasting places within the UK. Recognising the difference between environments in the city and countryside. Exploring landscapes around the world. Understanding what desert environments are like, including climate and landscape. Exploring what life is like in a cold place, comparing and contrasting it with our own lives. Fieldwork to explore the animals and plants in their own environment; Finding out about different animals in hot and cold areas and the different characteristics animals have to help them survive in different climates.
Knowledge Know some vocabulary to describe different bodies of water, even if not used correctly (sea/ocean, lake, river, pond). Usually water is represented in blue on a map or globe. Know the name of their school and the place where they live. Know some vocabulary to describe the characteristics of different places, even if not used correctly (hill, field, building, road, house, old). Know that places within this country can be different from each other. Know that places in this country and places in other countries are different.		**Skills** Identify land and water on a map or globe Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area). Discuss how environments in stories and images are different to those they live in. Observe weather across the seasons. Observe and discuss the effect the changing seasons have on the world around them. Begin to use the names of the seasons in the correct context. Make observations about the features of places (in stories, photographs or in the school grounds/local area).		**Fieldwork Skills** **Question** Ask questions about the world around them. **Observe** Comment on the features they see in their school and school grounds. **Measure** Answer simple questions, guided by the teacher. **Record** Create some of the features they notice in the school and school grounds. **Present**	

Know the words Spring, Summer, Autumn and Winter to describe the season. Know some key characteristics of each season. Know that there are four seasons in a year with different weather conditions. Know some vocabulary to describe different bodies of water, even if not used correctly (sea/ocean, lake, river, pond)	Make observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	Express their likes and dislikes about a specific place and its features, beginning to explain their reasoning.
Vocabulary Map, bird's eye view, Google Earth, aerial, photograph, photo, globe, the World, land, sea, ocean, above, below, near, far, bigger, smaller, up, down, direction, feature, place, home, house, school, playground, classroom, hall, office, field, forest school, building, car park, hill, lake, woodland, pond, road, river, church, farm, beach, park, same, different, journey, route, village, city, town, country, mountain, jungle, desert, polar, weather, season, winter, summer, autumn, spring, wet, dry, rain, dark, bright, freezing, sunny, snow, hot, dry, cold, frosty, acorn, bark, twig, leaf, leaves, flower, plant, seed, smell, spiky, conker, colour, notice, observe, nice, like, dislike, dark, light, stars, moon, sun, sky, planet, space, explorer	**Continuous and Enhanced Provision** Regular access to the outdoor area to explore the natural environment in all seasons and weathers. Mud kitchen to explore natural objects, soil, mud and water. Maps and globes to encourage investigation and questions: finding land, sea, oceans, continents Reading area: Non-fiction books that explore animals, minibeasts and different countries. Books containing simple maps, both fiction and or non-fiction, e.g. Katie Morag stories, The Jolly Postman and pirate stories containing maps. Developing spatial and positional language as part of play: over, under, through, around, across, above, below, behind, etc. Simple maps laminated and cut into sections for children to build jigsaw maps. Resources for building villages, towns, farms, jungles, habitats, landscapes etc. in the small world area, water, sand and outdoor areas Google Maps/Google Earth on the interactive whiteboard as enhanced provision to identify familiar geographical locations. Encouraging vocabulary to describe different bodies of water as part of play: sea, ocean, lake, river, pond, stream, etc. Encouraging vocabulary to describe the characteristics of different places as part of play: hill, field, building, road, house, old, new, tall, etc. Blocks and construction materials along with pictures of famous landmarks from around the world to recreate these structures, to support spatial awareness and knowledge of world geography.	**Teacher Led** Exploring the school and the local area: using their senses to describe what they see (hill, field, building, road, house, etc.)Using and making simple maps. Making journey sticks. Creating story maps related to stories read in class. Exploring nature: Seasonal walks. Reading stories about places and nature. Mindful meditation or nature-bathing sessions in the outdoor area. Cloud gazing to describe what children can see and to learn where clouds come from and what they do. Naming trees and plants in the school grounds. Collecting leaves to make rubbings, leaf necklaces or for the mud kitchen. Exploring Google Earth to virtually visit different landscapes around the world and compare and contrast these with the local environment. Star gazing evening with parents, carers and families. **Visits:** Rare Breeds Centre, Ashford Wingham Wildlife Park Visiting a local nature space taking magnifying glasses, bug pots, containers and nets to observe and gather natural objects and minibeasts.

End Points – Early Learning Goals

People, Culture and Communities Children at the expected level of development will: • Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	**The Natural World** Children at the expected level of development will: • Explore the natural world around them, making observations and drawing pictures of animals and plants. • Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Year 1			
Autumn 1 (Places and Locations) **The United Kingdom**		Spring 2 (Human and Physical Geography) **The United Kingdom**	Summer 2 (Canterbury and comparisons) **Europe, South America and the UK**
Class Country Topic **(a country in Europe)**	**Great Britain Grand Tour** What's it like in London and the UK?	**Hailstones and Heatwaves** What's the weather like in the United Kingdom?	**From Canterbury to Rio** What's it like to live in Rio?
Knowledge and Skills **Skill** Name and locate the UK four countries and their capital cities on a map of the UK. Show England, London and Canterbury on a UK map. **Knowledge** The United Kingdom (UK) is a union of four countries: England, Northern Ireland, Scotland and Wales. A capital city is a city that is home to the government and ruler of a country. London is the capital city of England, Belfast of Northern Ireland, Edinburgh of Scotland and Cardiff of Wales. The countries of the United Kingdom are made up of cities, towns and villages. **Skill** Use basic geographical vocabulary to identify and describe physical and human features. **Knowledge** Physical features are naturally-created features of the Earth. Human features are man-made features of the Earth. **Skill** Name and locate the four countries of the UK and their capital cities on a map of the UK **Knowledge** Atlases and globes give information about the world and maps about a place. A map is a picture of a place, usually drawn from above. **Skill** Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other on a map. **Knowledge** Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. **Skill** Identify features and landmarks on an aerial photograph or plan perspective. **Knowledge** Aerial photographs and satellite images are pictures taken from the air or space. An aerial photograph or plan perspective shows an area of land from above. **Skill** Draw a simple sketch map of the classroom or playground using simple pictures, colours or symbols to represent features. Add labels to sketch maps **Knowledge** A map is a picture or drawing of a place that can show human and physical features. Maps have symbols and keys to show features of a place		**Knowledge and Skills** **Skill** Identify patterns in daily and seasonal weather. **Knowledge** Know the four seasons in the UK, typical weather patterns and days are shorter in winter and longer in summer. Know types of weather. Weather conditions can be measured and recorded. Symbols are used to show different types of weather. Different parts of the UK often have different weather. Weather affects what we do and wear. **Skill** Use simple directional and positional language to give directions, describe the location of features and discuss where things are in relation to each other on a map. **Skill** Begin to use the compass points (N, S, E, W) to describe the location of features on a map **Knowledge** Positional language includes behind, next to and in front of. Directional language includes left, right, straight ahead and turn. **Skill** Name and locate the four countries of the UK and their capital cities on a map of the UK **Knowledge** Atlases and globes give information about the world and maps about a place. A map is a picture of a place, usually drawn from above.	**Knowledge and Skills** **Skill** Name and locate the world's seven continents and five oceans on a world map, atlas or globe. Show the continent we live in. **Knowledge** A continent is a large area of land. The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. We live in Europe. Water covers $\frac{3}{4}$ of the Earth's surface and is grouped into seas and oceans. An ocean is a large body of salt water and a sea is a smaller one. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. Atlases and globes give information about the world and maps about a place. A map is a picture of a place, usually drawn from above. **Skill** Identify similarities and differences between two places (Canterbury and Rio de Janeiro). **Knowledge** Places can be compared by size, human and physical features, location, weather and climate. Life elsewhere in the world is often different to ours but has similarities too. **Skill** Use basic geographical vocabulary to identify and describe physical features, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. **Knowledge** Physical features are naturally-created features of the Earth. **Skill** Name and describe the purpose of human features and landmarks. **Knowledge** Human features are man-made and include factories, farms, houses, offices, ports, harbours and shops. Landmarks and monuments are features that are easily seen and recognised from a distance. They also help someone to establish and describe a location. **Skill** Identify features and landmarks on an aerial photograph or plan perspective. **Knowledge** Aerial photographs and satellite images are pictures taken from the air or space. An aerial photograph or plan perspective shows an area of land from above. **Skill** Draw a simple sketch map using simple pictures, colours or symbols to represent features. Add labels to sketch maps **Knowledge** A map is a picture or drawing of a place that can show human and physical features. Maps have symbols and keys to show features of a place	

Country Topic Country study incorporating the following: What is the United Kingdom? Where do we live in the UK? What is a capital city? What is the capital of our class country? What 4 countries are united in the United Kingdom? What do they look like on a map? What are their capital cities? What is there to see and do in our class country? Additional learning related to the geography, people, places, culture of the class country	**Sequence of Learning - Key Questions** What are the 4 countries of the UK? (Where are they on a map? What are compass directions? Can we describe the positions of the countries using compass directions?) What are the four seasons in the UK? (What changes do we see as the seasons change?) What is the weather like today and this week? (Can we describe daily weather patterns? What is a weather forecast? What do weather maps and weather symbols show?) Is the weather the same everywhere in the UK? (What do people in the UK do in different seasons and weather?) Can we measure the weather?	**Sequence of Learning - Key Questions** What can we see in our local area? (What physical and human features can we see on a local walk?) Can we map our local area? (Can we add symbols and compass points?) What are continents? What are oceans? (What do they look like on globes, atlases and world maps? What are some interesting facts about them?) Where in the world is Brazil? (What can you see in Brazil? Can we identify physical and human features of Brazil using maps and aerial photos?) What is Rio like? (How is Rio different from our local area? How is it similar?)
Sequence of Learning - Key Questions Where in the world are we? (What do the school and Canterbury look like on an aerial photo and satellite image?) What is London like? (What are some landmarks in London? What are the human and physical features?) What does London look like from the sky? (On an aerial photo and satellite image?) What is a map? (What are map keys? What does a map of my school area look like? What features can we find in our school grounds? Can we make map of the classroom/playground?) Can we make our playground even better? (How do we feel about our playground? Can we make it better and draw a map of what it might look like?)		
Geographical Skills and Field Work Follow simple routes around the school grounds; carry out a simple enquiry as to how their playground can be improved; Observe, sort and record human and physical features in our school and the local area; Map Work as above.	**Geographical Skills and Field Work** Make simple observations about the weather using appropriate vocabulary; Use simple equipment to measure – thermometer, rain gauge, weather vane; Map Work as above.	**Geographical Skills and Field Work** Identify features and land use in the local area through a walk. Make a simple map of part of the route and features seen; Map Work as above.
Vocabulary United Kingdom, England, Scotland, Northern Ireland, Wales, country, capital city, government, town, city, village, London, Edinburgh, Belfast, Cardiff, near, far, up, down, left, right, forwards, backwards, map, key, symbol aerial photo, satellite image, bird's-eye view, human features, physical features, river, road, house, shop, park, church, cathedral, woods, field, sea, mountain, lake, castle, London Eye, Big Ben, Tower of London	**Vocabulary** Weather, seasons, autumn, summer, winter, spring, sun, snow, rain, wind, fog, ice hail, storms, showers cloud, drought, compass points, north, south, east, west, weather forecast, weather patterns, weather symbols, wind speed, direction, anemometer, rain gauge, thermometer, temperature, degrees Celsius	**Vocabulary** World, atlas, globe, continent, land mass, ocean, salt water, Pacific Ocean, Atlantic Ocean, Europe, Africa, South America, Asia, North America, Arctic, Antarctic, Brazil, Rio de Janeiro, differences, similarities, jungle, grasslands, hills, coastline, Amazon rainforest, statue, beach, carnival
End Points Pupils who are secure will be able to: Locate three features on an aerial photo of the school and know the name of the country and city where they live. Locate three features on an aerial photo of London. Make a map of the classroom/playground with four key features, using objects to represent the distance and direction of features. Explain the location of features using some directional language. Recognise four features in the school grounds using a map. Explain how they feel about three areas of the playground and find out how others feel. Draw a design to improve three areas of the playground.	**End Points** Pupils who are secure will be able to: Name and locate the four UK countries and Canterbury on a UK map. Identify the four seasons. Describe some seasonal changes, seasonal and daily weather patterns in the UK. Use the four compass directions to describe location of features. Suggest appropriate clothing and activities for each season.	**End Points** Pupils who are secure will be able to: Give examples of human and physical features. Identify features seen on a walk. Draw simple pictures or symbols and compass points on a sketch map. Use aerial images to locate physical and human features. Use an atlas to locate Europe, South America, the UK and Brazil on a world map. Identify physical and human geography of Brazil and Rio. Compare Rio to their locality identifying similarities and differences between human and physical features.
Development of geographical skills and fieldwork across the year		
Question Ask questions about the world around them. **Observe** Comment on the features they see in their school and school grounds. **Measure** Ask and answer simple questions about the features of their school and school grounds. **Record** Draw some features in their school and school grounds in correct relation to each other on a sketch map. **Present** Say how they feel about a place and explain why they like/dislike some of its features.		

Year 2			
Autumn 1 (Places and Locations) **Africa, Antarctica and the United Kingdom**		Spring 1 (Human and Physical Geography) **The 7 Continents**	Summer (Canterbury and comparisons) **The United Kingdom**
Class Country Topic **(a country in Africa)**	**From the Equator to the Poles** Would you rather live in a hot or a cold place?	**Wonders of the World** What are some of the wonders of the world?	**Curious Coastlines of Kent** What are some human and physical features of our coastline?
Knowledge and Skills **Skill** Name and locate the five oceans and seven continents around the world on a world map, atlas or globe. Recognise why maps need a title. **Knowledge** A continent is a large area of land with a group of countries. The seven continents are Africa, Antarctica, Asia, Australia, Europe, North America and South America. Asia is the largest continent. An ocean is a large body of salt water and a sea is a smaller one. The five oceans are the Arctic Ocean, Atlantic Ocean, Indian Ocean, Pacific Ocean and Southern Ocean. The Pacific is the largest ocean. The United Kingdom is an island surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. Atlases and globes give information about the world and maps about a place. A map is a picture of a place, usually drawn from above. Maps need a title and purpose. **Skill** Describe and compare similarities and differences in human and physical features between an area of the UK and a contrasting non-European country **Knowledge** Places can be compared by size, human and physical features, transport, location, weather and climate, Know some similarities and differences between physical and human features where they live and in a contrasting non-European country **Skill** Locate hot and cold areas of the world in relation to the equator and the North and South Poles. Describe simple weather patterns of hot and cold places. Locate the equator and the North and South Poles on a world map or globe. **Knowledge** Warmer areas of the world are closer to the equator and colder areas of the world are further from the equator. The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. The North Pole is the most northern point on Earth and the South Pole the most southern. Continents have different climates depending on where they are in the world. The climate of a place can be identified by the types of weather, plants and animals found there. A weather pattern is a type of weather that is repeated. **Skill** Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. **Knowledge** A physical feature is one that forms naturally, and can change over time due to weather and other forces. **Skill** Identify features and landmarks on an aerial photograph or plan perspective. **Knowledge** Aerial photographs and satellite images are pictures taken from the air or space. An aerial photograph or plan perspective shows an area of land from above.		**Knowledge and Skills** **Skill** Name and locate the UK four countries and their capital cities on a map of the UK. Show England, London and Canterbury on a UK map. Identify human and physical characteristics of the four countries and capital cities of the UK. **Knowledge** England is made up of different counties. The countries of the UK are quite different, e.g. Scotland has many mountains, Northern Ireland has the largest lake in Britain and Cornwall in the south of England has lots of sandy beaches. England is the biggest country in the United Kingdom. A capital city is a city that is home to the government and ruler of a country. Name some physical and human features and landmarks of the four UK capital cities. **Skill** Describe the size, location and position of a physical feature, such as beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley and vegetation. **Knowledge** A physical feature is one that forms naturally, and can change over time due to weather and other forces. **Skill** Use geographical vocabulary to describe how and why people use a range of human features. **Knowledge** Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways, e.g. an airport can be used for work or leisure and a harbour can be used for industry or travel. **Skill** Describe and compare similarities and differences in human and physical features between an area of the UK and a contrasting non-European country **Knowledge** Places can be compared by size, human and physical features, transport, location, weather and climate, Know some similarities and differences between physical and human features where they live and in a contrasting non-European country **Skill** Identify features and landmarks on an aerial photograph or plan perspective. **Knowledge** Aerial photographs and satellite images are pictures taken from the air or space. An aerial photograph or plan perspective shows an area of land from above. **Skill** Draw or read a range of simple maps that use symbols and a key. Find a given OS symbol on a map with support. Begin to draw objects to scale (e.g show the school playground is smaller than the school or school field). **Knowledge** A map is a picture or drawing of place	**Knowledge and Skills** **Skill** Name and locate the UK four countries and their capital cities on a map of the UK. Show England, London and Canterbury on a UK map. Identify human and physical characteristics of the four countries and capital cities of the UK. **Knowledge** England is made up of different counties. The countries of the UK are quite different, e.g. Scotland has many mountains, Northern Ireland has the largest lake in Britain and Cornwall in the south of England has lots of sandy beaches. England is the biggest country in the United Kingdom. A capital city is a city that is home to the government and ruler of a country. Name some physical and human features and landmarks of the four UK capital cities. **Skill** Name and locate seas and oceans surrounding the UK, on a map of the UK. Recognise why maps need a title. **Knowledge** A sea is a body of water that is smaller than an ocean. The United Kingdom is surrounded by the Atlantic Ocean, English Channel, Irish Sea and North Sea. A map is a picture of a place, usually drawn from above. Maps need a title and purpose. **Skill** Use geographical vocabulary to describe how and why people use a range of human features. **Knowledge** Human features are man-made and include castles, towers, schools, hospitals, bridges, shops, tunnels, monuments, airports and roads. People use human features in different ways, e.g. an airport can be used for work or leisure and a harbour can be used for industry or travel. **Skill** Identify the characteristics of a settlement. **Knowledge** A settlement is a place where people live and work and can be big or small, depending on how many people live there. Towns and cities are urban settlements. Features of towns and cities include homes, shops and roads. **Skill** Use simple compass directions to describe the location of features or follow a route on a map. **Knowledge** The four cardinal points on a compass are north, south, east and west. A route is a set of directions that can be used to get from one place to another.

	that can show human and physical features. Maps use symbols and a key to explain what the symbols and colours represent.	
Class Country Country study incorporating the following: Locate the class country and continent on a world map, atlas and globe Capital city and neighbouring countries Some key physical and human features including rivers and mountains What is it like in Kenya? What kind of animals live there and where do they live? Where is the Equator? What are the Northern and Southern Hemispheres? Additional learning related to the geography, people, places, culture of the class country **Sequence of Learning - Key Questions** Where are the world's 7 continents? Where are the 5 oceans? (Can we find them on a globe, a world map and in an atlas? Where is the UK and what seas surround it) (Y1) What is it like in Kenya? (How is life similar or different to life in this country?) What is Antarctica like? (Where are the hottest and coldest places on Earth? Can people live there? What kind of animals live there?) Do we live in a hot or cold place? (Would you prefer to live in a hot or cold place or in a temperate zone? What's the difference between climate and weather?) What is climate change? (What can we do to slow global warming?)	**Sequence of Learning - Key Questions** What amazing places do we have in the UK? (What are some of the UK's amazing geographical features and landmarks? Can we identify some characteristics of the UK's capital cities?) What are the seven wonders of the modern world? Where are our oceans? (What are some of the amazing things about our oceans?) What is amazing about Canterbury? (What can we see on a local walk?) Can we map Canterbury's amazing places? (Can we draw a map with human and physical features? Can we create a key?)	**Sequence of Learning - Key Questions** What is the difference between a sea and an ocean? (What seas and oceans surround the UK? What is the coast? What physical and human features can we find on the coast?) Are all coastal places towns? (What kinds of settlement can we find and how is land used? What can we learn from maps and satellite images?) What is erosion and how can we protect the coast? How do people use our local coast? (Can we collect data through talking to people in school and present our findings?) Can we follow a map on a field trip? (Can we record human and physical features on the route?)
Geographical Skills and Field Work Map Work as above.	**Geographical Skills and Field Work** Create a sketch map of Canterbury. Map Work as above.	**Geographical Skills and Field Work** To investigate how people use the local coast, collect data on people's views about a local seaside and how they use it; Present findings; Map Work as above.
Vocabulary Continent, ocean, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Equator, North Pole, South Pole, Atlantic, Pacific, Indian Ocean, Southern Ocean, Arctic Ocean, climate, temperate zone, savannah, grassland, habitat, mountains, lake, river, desert, swamp, woodland, highlands, nature reserve, national park, extreme cold, glacier, iceberg	**Vocabulary** Mexico, Chichén Itzá, the Great Wall of China, watchtower, invasion, the Maya, Petra, Jordan, earthquake, Machu Picchu, Peru, Incas, Christ the Redeemer statue, Rio de Janeiro, Rome, colosseum, Italy, Taj Mahal, India, castle, cathedral, city wall, park, university, river, farms, orchards, woodland, meadows	**Vocabulary** Town, village, city, settlement, urban, rural, sea, seaside, resort, port, harbour, sea defences, promenade, pier, breakwater, erosion, cliff, tourist, tourism, farming, land use
End Points Pupils who are secure will be able to: On a world map: name and locate the seven continents, the North and the South Poles and the Equator. Describe some similarities and differences between the UK and Kenya. Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map. Explain whether they live in a hot or cold place.	**End Points** Pupils who are secure will be able to: Identify and locate characteristics of the UK and its capital cities on a map. Identify human and physical features. Describe some significant human and physical features worldwide. Name and locate the five oceans on a world map. Use an aerial photo to draw a simple sketch map and add a simple key.	**End Points** Pupils who are secure will be able to: Name and locate the seas and oceans surrounding the UK in an atlas and using compass points. Know what the coast is. Sort and name some physical and human coastal features. Describe how people use the coast. Use a tally chart, pictogram or bar chart to collect and present data. Follow a route on a map. Identify and record human and physical features seen on a field trip.

Development of geographical skills and fieldwork across the year

Question Recognise there are different ways to answer a question.
Observe Discuss features they see on a local walk.
Ask and answer simple questions about local human and physical features.
Measure Collect quantitative data through a small enquiry to answer a question.
Record Classify features they notice into human and physical with support. Take digital photographs of local geographical features. Make digital audio recordings of interviews.
Present Present data in simple tally charts, pictograms or bar charts and comment on what the data shows. Ask and answer simple questions about data.
Knowledge An interview can be a way to find out people's views about their area. A tally chart is a way of collecting data quickly. A pictogram and a bar chart can be used to show data.

Year 3			
Autumn 1 (Places and Locations) **Europe**		Spring 1 (Human and Physical Geography) **Volcanoes and Earthquakes**	Summer (Canterbury and comparisons) **The United Kingdom**
Class Country Topic **(a country in Europe)**	**From the South East to Greece** How does my region compare to a region in Greece?	**Rock Solid** Why do people live near volcanoes?	**Us in the UK** What's the geography of the United Kingdom like?
Knowledge and Skills **Skill** Locate countries, major cities, significant mountain ranges and rivers in Europe (including Russia) on a world map. Locate significant cities and human and physical features of countries studied. **Knowledge** Russia is part of both Europe and Asia. Know the names of some countries, major cities, significant mountain ranges and rivers in Europe. **Skill** Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Find countries and features of countries in an atlas using contents and index. **Knowledge** Maps, globes and digital mapping tools can help locate and describe significant geographical features. A scale shows how much smaller a map is compared to real life. **Skill** Locate significant places with reference to the Equator , Northern Hemisphere and Southern Hemisphere. **Knowledge** The equator is an imaginary line that divides the Earth into two parts: the Northern and Southern Hemispheres. Countries The climate of a place varies depending on its location in relation to the Equator and the Poles. **Skill** Begin to use the key on an OS map to name and recognise physical and human features studied. Use 4-figure grid references to locate features on a map. Locate features using the 4 points of a compass. Say which directions are N, S, W and E on an OS map. Label some features on an aerial photo and locate them on an OS map of the same locality and scale. Use a simple key on their own map to show an example of human and physical features. Make and use a simple route on a map. **Knowledge** The four points of a compass. An OS map shows human and physical features as symbols. Grid references help us locate a particular square on a map. **Skill** Classify, compare and contrast different types of geographical feature in 2 regions studied. **Knowledge** Know how human and physical features of 2 regions studied are similar and different. **Skill** Explain how the weather affects the use of urban and rural environments. **Knowledge** Know how weather affects land use in the Mediterranean countries studied. **Skill** Describe the different types of settlement or land use. **Knowledge** Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas (residential areas surrounding cities). Land use includes recreational, transport, agricultural, residential, commercial and industrial.		**Knowledge and Skills** **Skill** Name and describe the types of rocks of the Earth's four layers. **Knowledge** Know the three main types of rock found in the Earth's crust, sedimentary, igneous and metamorphic and how they are formed. Know the four different layers of the Earth. **Skill** Explain how plate tectonics have changed the Earth's surface over time and created mountains and volcanoes. Describe why and where volcanoes and earthquakes occur and effects they can have. **Knowledge** The Earth's crust is divided into tectonic plates that move and meet at plate boundaries. Plate movement can create mountains, volcanoes and earthquakes. An earthquake is an intense shaking of the ground. Volcanoes and earthquakes can affect many people and cause widespread damage. **Skill** Locate significant volcanoes and the Ring of Fire and explain why they are important. **Knowledge** Mountains, volcanoes and earthquakes occur mainly at plate boundaries. Name significant and earthquake-prone areas including the San Andreas Fault in North America and the Ring of Fire. Over $\frac{3}{4}$ of the world's earthquakes and volcanic eruptions happen along the Ring of Fire. **Skill** Describe how and why humans have responded in different ways to their local environment (volcanoes and earthquakes). **Knowledge** Know the negative and positive effects of living near a volcano. Know how communities respond to earthquakes. **Skill** Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Begin to use maps at more than one scale. Find countries and features of countries in an atlas using contents and index. **Knowledge** Maps, globes and digital mapping tools can help to locate and describe significant geographical features. A scale shows how much smaller a map is compared to real life. **Skill** Use a simple key on their own map to show an example of human and physical features. Make and use a simple route on a map. **Knowledge** An annotated drawing or sketch map gives a rough idea of features without being completely accurate.	**Knowledge and Skills** **Skill** Name, locate and describe some major counties and cities in the UK. **Knowledge** Know the names of some major cities and the 12 UK counties. The UK has 12 geographical regions. Know the main types of land use and settlements. Know they live in Kent and some human and physical features of the region. **Skill** Describe the different types of settlement or land use. **Knowledge** Different types of settlement include rural, urban, hamlet, town, village, city and suburban areas (residential areas surrounding cities). Land use includes recreational, transport, agricultural, residential, commercial and industrial. **Skill** Analyse primary and secondary data, identifying any patterns observed. **Knowledge** Primary data includes information gathered by observation and investigation. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. An enquiry-based question has an open-ended answer found by research. Quantitative data involves numerical facts and is often objective. Qualitative data involves opinions and is often subjective A Likert scale is used to record people's feelings and attitudes. An annotated drawing or sketch map gives a rough idea of features without being completely accurate. Know what a bar chart, pictogram and table are and when to use each one to represent data.

Class Country Country study incorporating the following: Locate the class country and continent: on a world map, atlas and globe Capital city and neighbouring countries; in relation to the Equator, hottest and coldest places, the poles, temperate zones, northern and Southern hemisphere. Some key physical and human features including rivers and mountains (Y2) What are Europe's human and physical features, including countries and capital cities? What are the 4 points of the compass? How can they help us use maps? How do we map the world? How do satellites make maps? -Additional learning related to the geography, people, places, culture of the class country	**Sequence of Learning - Key Questions** How is the Earth constructed? (What are the layers of the Earth?) What are plate tectonics? (How are mountains formed? Where are some significant mountains and mountain ranges?) Why do volcanoes happen? (Where do they occur? What is the Ring of Fire? What are the effects of a volcanic eruption? Are there both negative and positive effects of living near a volcano?) What are earthquakes? (How and where do they happen? How can earthquakes affect communities? What is a tsunami?) Where have the rocks around school come from? Can we conduct a fieldwork investigation?	**Sequence of Learning - Key Questions** How can I use compasses, keys and symbols and 4-figure grid references to read a map? What are the regions of the UK? (What are the settlements and counties of the UK?) What are the human features of different regions and counties of the UK? (How have UK land use patterns changed over time?) What are the physical features of different regions and counties of the UK? What is geographical fieldwork? Can we plan and carry out an enquiry in our local area?
Sequence of Learning - Key Questions What is an Ordnance Survey map? (What is a scale? What are 4-figure grid references?) Can we complete a fieldwork investigation of land use surrounding the school? What are the key geographical features of the UK and the South East of England region? (What does the UK look like from above? Where are the mountains, cities, rivers?) What are the key geographical features of Greece? What are key physical features of Greece? How do they compare with Kent? (What geographical features can we find in Greece? What are the similarities and differences between Kent and the Greece region?) What are the key settlements and land use in Greece? How do they compare with Kent? (What are the similarities and differences between Kent and the Greece region? What are homes, towns and cities like? What food is grown in Greece?)		
Geographical Skills and Field Work Complete a fieldwork investigation of land use surrounding the school and make comparisons with a small region of Grrece. Map Work as above.	**Geographical Skills and Field Work** Observe, identify, digitally record and map the location of different rocks in the school grounds using map symbols. Map Work as above.	**Geographical Skills and Field Work** Learn how to plan and conduct a fieldwork enquiry. Complete a class enquiry into an aspect of human or physical geography in the local area. Map Work as above.
Vocabulary Climate zones, mountain range, Equator, Prime Meridian, Greenwich Meridian, time zones, northern hemisphere, southern hemisphere, aerial photograph, archipelago, arctic circle, atlas, characteristics, city, climate, coast, compass directions, earthquake, eastings, environment, factory, farm, fieldwork, forest, 4-figure grid references, island, islet, landmark, land use, locality, location, northings, Ordnance Survey map, mountains, region, river, rural, scale, shop, urban, valley, village, volcano,	**Vocabulary** Earth's crust, layers, sedimentary, igneous, metamorphic, plate tectonics, plate boundaries, mountain range, the Himalayas, Andes, Alps, Rocky Mountains, Atlas mountains, volcano, Mount Etna, Mauna Loa, Krakatoa, Vesuvius, Ring of Fire, earthquake, tsunami, tidal wave, San Andreas fault line, shield and composite volcanoes	**Vocabulary** Aerial photograph, characteristics, compass rose, county, eastings, elevation, factory, farm, forest, harbour, hill, human processes, landmark, landscape, land use, locality, location, mountains, northings, Ordnance Survey map, pattern, physical, population, processes, region, river, rural, scale, symbol, topographical, urban, valley, village.
End Points Pupils who are secure will be able to: Use 4-figure grid references to locate features on a map. Begin to locate features using the 4 points of a compass. Say which directions are N, S, W and E on an OS map. Discuss the scale of types of settlements/land areas, e.g. continents, countries, regions and counties. Explain that significant differences between regions within the UK depend on history/physical features. Name some countries and capital cities of Europe, significant human and physical features and locate them on a map. Identify key geographical features of Greece. Discuss the key physical features and settlements of Greece, and how they compare to the south-east region of the UK. Complete a fieldwork investigation of land use surrounding the school and present findings.	**End Points** Pupils who are secure will be able to: Name all four layers of the Earth and a fact about each. Explain how mountains are formed. Name a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Explain features of volcanoes and earthquakes and why they occur.at plate boundaries. Explain negative and positive consequences of living near a volcano. Discuss negative effects of an earthquake on a community. Observe, digitally record and map rocks using symbols. Identify rock types and their origins based on data.	**End Points** Pupils who are secure will be able to: Use the four points of a compass, four-figure grid references, symbols and keys. Name and locate UK counties and cities, geographical regions and their human and physical features, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. Explain how some aspects have changed over time. Describe types of settlement and trade in the UK. Use maps and atlases to locate areas and features studied.
Development of geographical skills and fieldwork across the year		
Question Begin to plan how to collect data to answer an enquiry based question, with teacher support. **Observe** Map land use in a small local area. Observe, record, and name local geographical features. **Measure** Design a questionnaire / interviews to collect quantitative fieldwork data. **Record** Take digital photos and label them. Make annotated sketches, field drawings and freehand maps to record observations during fieldwork. Begin to use a simplified Likert Scale to record views. **Present** Present data using plans, sketch maps, annotated drawings, graphs, presentations, writing and digital technologies. Suggest different ways a locality could be changed and improved. Analyse and present quantitative data in charts and graphs.		

Year 4			
Autumn 1 (Places and Locations) **South America and Rainforests**		Spring 1 (Human and Physical Geography) **Oceans and the Water Cycle**	Summer (Canterbury and comparisons) **Rivers**
Class Country Topic (a country in South America)	**From Rio to the Rainforest** Why are rainforests important to us?	**From the Atlantic to the Arctic Ocean** Why are oceans important?	**From the Nile to the Amazon** What are rivers and how are they used?
Knowledge and Skills **Skill** Locate countries, major cities, significant mountain ranges and rivers in South America on a world map, atlas or globe. Locate significant cities, and human and physical features of countries studied. **Knowledge** Know the names of some countries, major cities, significant mountain ranges and rivers and environmental areas in South America. **Skill** Analyse maps, atlases and globes, including digital mapping, to locate countries and describe features studied. Find countries and features of countries in an atlas using contents and index. Zoom in and out of a digital map. **Knowledge** An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. **Skill** Identify the location of the Tropics of Cancer and Capricorn on a world map. **Knowledge** The Tropic of Cancer is 23 degrees north of the equator and Tropic of Capricorn is 23 degrees south of the equator. Countries near the equator have less seasonal change than those near the Poles. **Skill** Locate significant places using latitude and longitude. **Knowledge** Latitude is the distance north or south of the equator and longitude is the distance east or west of the Prime Meridian. **Skill** Name, locate and explain the importance significant of climate and environmental areas in South America. **Knowledge** Biomes are areas with similar climates, vegetation and animals: rainforest, desert, savannah, grassland, woodland, tundra and aquatic; There are rainforests with a very hot and wet climate located in South America near the equator. **Skill** Describe and compare aspects of physical features and how these can change over time. **Knowledge** A physical feature e.g. rivers, oceans, lakes and rainforests can change over time due to physical processes or human actions, e.g. erosion and climate change. **Skill** Explain why deforestation happens and how people can change their environment. **Knowledge** Know what deforestation is and the ways in which this happens. **Skill** Identify some biomes. **Knowledge** Biomes are areas of world with similar climates, vegetation and animals, e.g. desert, forest, grassland, tundra and aquatic. The hottest biomes are found between the Tropics of Cancer and Capricorn. **Skill** Explain the location and significance of rainforests. **Knowledge** The layers of the rainforest and some flora and fauna found within them. The effects of deforestation. **Skill** Explain ways that settlements, land use or water systems are used in the UK and other parts of the world studied. **Knowledge** Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure, power. **Skill** Analyse primary and secondary data, identifying any patterns observed. **Knowledge** Primary data includes information gathered by observation and investigation. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet		**Knowledge and Skills** **Skill** Use specific geographical vocabulary and diagrams to explain the water cycle. **Knowledge** Know the process and stages of the water cycle. **Skill** Explain the importance of oceans to climate. **Knowledge** Know how oceans influence climate. Threats to the oceans include pollution and global warming. **Skill** Describe and compare aspects of physical features and how these can change over time. **Knowledge** A physical feature e.g. rivers, oceans, lakes and rainforests can change over time due to physical processes or human actions, e.g. erosion and climate change. **Skill** Name, locate and explain the importance significant of climate and environmental areas **Knowledge** Biomes are areas with similar climates, vegetation and animals: rainforest, desert, savannah, grassland, woodland, tundra and aquatic. **Skill** Analyse maps, atlases and globes, including digital mapping, to describe features studied. Use maps at more than one scale and use the scale bar to estimate distances. Find countries and features of countries in an atlas using contents and index. Zoom in and out of a digital map. **Knowledge** An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. **Skill** Analyse primary and secondary data, identifying any patterns observed. **Knowledge** Primary data includes information gathered by observation and investigation. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet. An annotated drawing or sketch map gives a rough idea of features without being completely accurate. Know what a bar chart, pictogram and table are and when to use each one	**Knowledge and Skills** **Skill** Identify key features of rivers **Knowledge** Know the courses and key features of a river. **Skill** Create a detailed study of the rivers of the UK. **Knowledge** Significant UK rivers of the UK include the Thames, Severn, Trent, Dee, Tyne, Ouse and Lagan. **Skill** Name, locate and describe some major counties and cities in the UK in relation to rivers studied. **Knowledge** Know the names of some major cities, the 12 counties and 12 geographical regions of the UK. **Skill** Analyse primary and secondary data, identifying any patterns observed. **Knowledge** Primary data includes information gathered by observation and investigation. Secondary data includes information gathered by geographical reports, surveys, maps, research, books and the internet **Skill** Analyse maps, atlases and globes, including digital mapping, to describe features studied. Use maps at more than one scale and use the scale bar to estimate distances. Find countries and features of countries in an atlas using contents and index. Zoom in and out of a digital map. **Knowledge** An atlas is a collection of maps and information that shows geographical features, topography, boundaries, climatic, social and economic statistics of an area. **Skill** Use the eight points of a compass and four-figure grid references to locate and plot places and features on a map. **Knowledge** Know how four-figure grid references work and that they give detailed information about locations on a map. **Skill** Describe and compare aspects of physical features and how these can change over time. **Knowledge** A physical feature e.g. rivers, oceans, lakes and rainforests can change over time due to physical processes or human actions, e.g. erosion and climate change. **Skill** Explain ways that settlements, land use or water systems are used in the UK and other parts of the world studied. **Knowledge** Land uses include agricultural, recreational, housing and industry. Water systems are used for transport, industry, leisure and power.

Country Topic Country study incorporating the following: Country, continent, cities and neighbouring countries, physical and human features, rivers and mountains; Equator, poles, temperate zones, hemispheres; world map, atlas, globe, satellite maps; Lines of latitude and longitude, Prime and Greenwich Meridian, Where are the Tropics of Cancer and Capricorn and why are they significant? What are South America's key human and physical features, including countries and capital cities, rivers and mountain ranges? Additional learning related to the geography, people, places, culture of the class country	**Sequence of Learning - Key Questions** Why are our oceans important and why should we protect them? What is the Great Barrier Reef and why is it significant? How are our oceans being harmed? (What impact are humans having on coral reefs and oceans?) What can we do to protect our oceans? How littered is our environment? (Can we collect data on the types of litter polluting our local environment?) How littered is our local environment? (Can we present, analyse and evaluate data collected?)	**Sequence of Learning - Key Questions** What is the water cycle and how are rivers important to this? How is a river formed? (What are the features and courses of a river?) Where are some of the world's longest rivers? What are some important rivers in the UK? How are rivers used? What threats do they face from pollution? What can we find out about our local river? (Can we identify and locate features on a map?) What features does our local river have? (Can we collect data to find out?
Sequence of Learning - Key Questions What are biomes? Where are tropical rainforests? What are some features of the Amazon rainforest? What are the characteristics of each layer of the rainforest? Who lives in the rainforest? What is life like for indigenous peoples in the Amazon? How are rainforests changing? Why are they important? What threats do they face? What woodlands or orchards do we have locally and how are they used? Can we use fieldwork techniques, collect and present a variety of data? Can we analyse data and present findings on how local woodland/orchards are used.		
Geographical Skills and Field Work Plan and carry out fieldwork to compare forest, woodland, orchards. Create sketch maps and present findings in a variety of ways. Map Work as above.	**Geographical Skills and Field Work** Plan and conduct a fieldwork enquiry into how littered a local environment is. Map Work as above.	**Geographical Skills and Field Work** Conduct a fieldwork investigation on the features of the Stour. Map Work as above.
Vocabulary Lines of longitude and latitude, Equator, Prime (Greenwich) Meridian, Tropics of Cancer and Capricorn, time zones, 4-figure and 6-figure grid references, climate, weather, biomes, desert, savannah, grassland, woodland, tundra, aquatic, flora, fauna, species, vegetation belts, tropical, rainforest, layers, emergent, canopy, under-canopy, forest floor, sunlight, air circulation, indigenous people, tribe, deforestation, logging, timber, large-scale farming, subsistence farming, mining, hydroelectric power (HEP), settlements and road building, habitats, soil erosion, flooding, global warming, international agreements, 'debt for nature' swaps, selective logging, replanting, sustainability	**Vocabulary** Oxygen, Oceania carbon dioxide, absorb, climate, weather, environment, pattern, currents, climate change, pollution, litter, environment, marine, droplets, water vapour, water cycle, clouds, lakes, pools, rivers, species, air pollution, poisonous waste, pesticides, sewage, plastics, metals, coastal waters, evaporate, evaporation, condense, condensation, precipitation, runoff, groundwater, seaweed, plankton, Great Barrier Reef, coral reef, eco-system, coral bleaching,	**Vocabulary** High ground, upland areas, channel, bank, bed, hydro-electric power, leisure, tourism, water cycle, evaporation, condensation, precipitation, clouds, flood plains, gravity, meander, bend, erode, soil, valley, gorge, canyon, stream. Brook, creek, spring, habitat, freshwater, navigation, exploration, trade, commerce, transport, nutrients, sediment, pollution, flooding, drought, environmental management, farm waste, sewage, wildlife, Thames Barrier,
End Points Pupils who are secure will be able to: Describe a biome and give an example. Locate and name key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Give an example of how indigenous peoples use the Amazon's resources. Name one way the Amazon is changing. Explain why the Amazon rainforest is important. Give an example of negative human impact on the Amazon and an action that can be taken to help. Plan and complete a fieldwork enquiry. Use a variety of data collection methods with support.	**End Points** Pupils who are secure will be able to: Describe the water cycle. Describe how oceans are used for human activity. Explain how the ocean helps to regulate climate and temperature. Identify the Great Barrier Reef as part of Australia and its benefits. Describe human impact on oceans and the consequences. Explain some actions that can be taken to protect oceans. Explain which data collection method would be best for their fieldwork.	**End Points** Pupils who are secure will be able to: Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location in the UK and worldwide. Describe ways a river is used. List some of the problems facing rivers. Describe human and physical features around a river. Identify the location of a river on an OS map.
Development of geographical skills and fieldwork across the year		
Question Begin to plan how to collect data to answer an enquiry based question, with teacher support. **Observe** Map land use in a small local area. Observe, record, and name local geographical features. **Measure** Design a questionnaire / interviews to collect quantitative fieldwork data. **Record** Take digital photos and label them. Make annotated sketches, field drawings and freehand maps to record observations during fieldwork. Begin to use a simplified Likert Scale to record views. **Present** Present data using plans, sketch maps, annotated drawings, graphs, presentations, writing and digital technologies. Suggest different ways a locality could be changed and improved. Analyse and present quantitative data in charts and graphs.		

Year 5			
Autumn 1 (Places and Locations) **North America and Deserts**		Spring 1 (Human and Physical Geography) **Mountains**	Summer (Canterbury and comparisons) **North and South America and the UK**
Class Country Topic (a country in North America)	**Are All Deserts Hot?**	**Sensational Summits** What is life like in the mountains?	**From California to Canterbury** Where does our food come from?
Knowledge and Skills **Skill** Analyse maps, including digital mapping and satellite images, to locate countries and describe features studied. Confidently use maps at more than one scale and use the scale bar to estimate distances. Select maps for a specific purpose. Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Locate features using six-figure grid references. **Knowledge** Aerial photography can be used alongside maps to find out detailed information about a place. **Skill** Identify the location and explain the function of the Prime (or Greenwich) Meridian and different time zones (including day and night). **Knowledge** The Prime (or Greenwich) Meridian is an imaginary line that divides the Earth into eastern and western hemispheres. The time at Greenwich is called Greenwich Mean Time (GMT). Each time zone that is 15 degrees to the west of Greenwich is another hour earlier than GMT. Each time zone 15 degrees to the east is another hour later. **Skill** Locate countries, major cities, significant mountain ranges and rivers in North America on a world map, atlas or globe. Locate significant cities and human and physical features of countries studied on maps. **Knowledge** Know the names of some countries, major cities, significant mountain ranges and rivers in North America. North America includes the USA, Canada and Mexico and the Central American countries. The USA has 50 states. **Skill** Name, locate and explain the significance of climate and environmental areas in North America. **Knowledge** Climate zones are areas with similar climates: equatorial, tropical, hot desert, temperate and polar. Biomes are areas with similar climates, vegetation and animals: rainforest, desert, savannah, grassland, tundra, woodland and aquatic; Vegetation belts are areas with similar plant species. **Skill** Name, locate and describe major world cities. **Knowledge** Name some major cities of countries studied so far. **Skill** Identify vegetation belts and the Earth's major climate zones and biomes and explain their common characteristics. **Knowledge** The Earth has five climate zones: desert, equatorial, polar, temperate and tropical. Climate can influence the kind of food grown. Major biomes include: rainforest, desert, savannah, grassland, woodland and tundra and aquatic. Biomes are areas of world with similar climates, vegetation, relief, and geology. Vegetation belts are areas of the world which are home to similar plant species. **Skill** Identify and describe some key physical features and environmental regions of North and South America and explain how these, along with the climate zones and soil types, can affect land use. **Knowledge** North America is broadly categorised into six major biomes: tundra, coniferous forest, grasslands (prairie), deciduous forest, desert and tropical rainforest. South America has a vast variety of biomes, including desert, alpine, rainforest and grasslands. **Skill** Use compass points, grid references and scale to interpret maps, including Ordnance Survey maps, with accuracy. **Knowledge** Compass points can be used to describe the relationship of features to each other, or to describe the direction of travel. Accurate grid references identify the position of key features.		**Knowledge and Skills** .**Skill** Create a detailed study of the mountains of the UK. **Knowledge** Significant mountains and mountain ranges include Ben Nevis, Snowdon, Helvellyn, Pen y Fan, the Scottish Highlands and the Pennines. **Skill** Identify the topography of an area of the UK using contour lines on a map. **Knowledge** Topography is the arrangement of the natural and artificial physical features of an area **Skill** Name, locate and describe some major counties and cities in the UK in relation to mountains and land use. **Knowledge** Know the names of some major cities, the 12 counties and 12 geographical regions of the UK. **Skill** Identify and describe the similarities and differences in physical and human geography between two environmental regions studied (deserts and mountain regions). **Knowledge** Know some similarities and differences physical and human geography between desert and mountain regions. **Skill** Explain how humans have used mountain environments in a region of the UK and the Alps. **Knowledge** Know some similarities and differences the ways humans have used mountain environments in a region of the UK and the Alps **Skill** Explain the formation of different mountain types and describe altitudinal zonation on mountains **Knowledge** Know how mountains are formed. Altitudinal zonation describes the different climates and types of wildlife at different altitudes on mountains. **Skill** Identify elevated areas, depressions and river basins on a relief map. Use models / maps to talk about contours and slopes. **Knowledg**e Relief maps show the contours of land based on shape and height. Contours on a map show height and slope.	**Knowledge and Skills** **Skill** Identify some problems of farming in a developing country and how we can support. **Knowledge** Farming challenges for developing countries include poor soil, disease, drought and lack of markets. Education, fair trade and technology can reduce these challenges. **Skill** Name and locate some significant areas in the UK used for the three main types of farming. **Knowledge** The 3 main types of farming in the UK are arable, pastoral and mixed **Skill** Explain how land use has changed over time using examples. **Knowledge** An example of changing land use is that the number of allotments grew by 70% during WW2 due to food shortages. **Skill** Name, locate and describe some major counties and cities in the UK in relation to land use. **Knowledge** Know the names of some major cities, the 12 counties and 12 UK geographical regions **Skill** Describe how soil fertility, drainage and climate affect agricultural land use. **Knowledge** Soil fertility, drainage and climate influence the placement and success of agricultural land. **Skill** Describe and explain the location, purpose and use of transport networks across the UK and other parts of the world. **Knowledge** Transport networks can be tangible, such as rails, roads or canals, or intangible, such as air and sea corridors. These networks link places together and allow for the movement of people and goods. **Skill** Describe different types of agricultural land use in the UK. **Knowledge** Agricultural land use in the UK can be divided into three main types, arable, pastoral and mixed. An allotment is a small piece of land used to grow produce. A wide variety of crops and livestock are farmed in the UK. **Skill** Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. **Knowledge** Know how to use a range of data collection methods. GIS is a digital system that creates and manages maps, used to support analysis for enquiries	

Class Country Country study incorporating the following: Country, continent, cities and neighbouring countries, physical and human features, rivers and mountains; Equator, poles, temperate zones, hemispheres; world map, atlas, globe, satellite maps; Lines of latitude and longitude, Prime and Greenwich Meridian, time zones; 4-figure and 6-figure grid references; 8 points of the compass; Tropics of Cancer and Capricorn; biomes What are 7 main biomes and some of their features? What are North America's key human and physical features? Additional learning related to the geography, people, places, culture of the class country	**Sequence of Learning - Key Questions** Where in the world are some of the most impressive mountains and mountain ranges? How do they look on contour maps? How are mountains formed? What mountains and mountain ranges do we have in the UK? (Can we use OS maps of a UK region e.g. the Lake District or Snowdonia, to identify human and physical features of a mountainous area?) Where are the Alps? (What are the key human and physical characteristics? Why do people visit?) What is there to do in our local area? (What recreational facilities do we have? Can we investigate recreational facilities in the local area using data collection?) How are the Alps different from our local area? What are the similarities and differences?	**Sequence of Learning - Key Questions** How do climate, topography and soil determine how the land is used for farming in the UK? What are the main types of agriculture? How do the climate, environmental regions, biomes and soil influence crop growing in North and South America? (Why is California good for citrus farming?) Where do we get our coffee? (Which climate do you think best supports coffee growing and production? What is Fair Trade?) Where does our food come from? (Can we map and calculate the distance food has travelled? How can our food choices impact the environment? Is it better to buy local or imported food?) What are allotments and how have they changed over time in the UK? What is grown on local allotments? Can we design and use data collection methods to find out?
Sequence of Learning - Key Questions What is a hot desert biome? (What physical features are found in a hot desert? Where are deserts located in North America and the wider world? Are they all hot?) What other kinds of desert are there? (What is it like in the Alaska polar desert?) Would you like to live in the desert? (How can people use deserts? What are the threats to deserts? Can we explore the similarities and differences between two physical environments?) What are the 5 climate zones? What are vegetation belts? Which can we find in North America? Can we use maps at more than one scale and the scale bar to estimate distances? What is the difference between OS and other maps and when should we use each? What is a time zone?		
Geographical Skills and Field Work Practise map skills in the area round Wincheap	**Geographical Skills and Field Work** Investigate recreational land use in Canterbury using various data collection methods, and ways of recording findings	**Geographical Skills and Field Work** What is grown on local allotments? Design and use data collection methods. Present findings in various ways.
Vocabulary Lines of longitude and latitude, Equator, Prime (Greenwich) Meridian, time zones, Tropics of Cancer and Capricorn, time zones, 6-figure grid references, contour lines, relief, slopes, sea level, climate zones, desert, equatorial, polar, temperate, tropical, crops, biome, rainforest, desert, savannah, grassland, woodland, tundra, aquatic, vegetation, relief, geology, plant species, precipitation, water vapour, adaptation	**Vocabulary** Mountain, relief, contours, slope, altitude, topography, sea level, K2, Ben Nevis, Mount Olympus, Ararat, Everest, Kilimanjaro, Himalayas, Alps, Andes, Rockies, Pyrenees, Dartmoor, Exmoor, South Downs, Cotswolds, Grampians, Scottish Highlands, Lake District, Snowdon, Ben Nevis, Helvellyn, Pennines. recreational facilities, Alpine,	**Vocabulary** Distribution, food miles, food journey, sustainability, fair trade, import, locally sourced, 'local versus global', climate, geology, vegetation and soil types, farming, agriculture, crops, arable, livestock, mixed, developing countries, allotment, produce
End Points Pupils who are secure will be able to: Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Name different types of desert and their physical features. Describe the characteristics of a polar desert. Identify how humans use deserts. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discuss if a desert environment is hospitable and why.	**End Points** Pupils who are secure will be able to: Locate the Alps on a world map. Identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	**End Points** Pupils who are secure will be able to: Identify that different foods grow in different climates and soil types and say why. Consider changes people can make to reduce the negative impact of food production. Describe what trading responsibly means. Explain disadvantages and advantages of importing food. Locate countries on a blank world map using an atlas. Use a scale bar correctly to measure approximate distances. Collect data and analyse findings to answer an enquiry question.
Development of geographical skills and fieldwork across the year		
Question. Choose the best approach to answer their own enquiry question. **Observe** Make sketch maps of areas studied including labels and keys where necessary. Independently or collaboratively plan how to collect data to answer an enquiry-based question. **Measure** Select appropriate methods for data collection.Design interviews or questionnaires to collect qualitative data. **Record** Use GIS (Geographical Information Systems) to plot data sets (e.g. prevalence of crop types) onto base maps to analysed. Use a simplified Likert Scale to record. Conduct interviews or questionnaires to collect qualitative data. Interpret and use data. Identify and mitigate potential risks during fieldwork. **Present** Decide how to present data using a variety of methods. Draw conclusions using findings from fieldwork to support reasoning. Evaluate evidence collected and suggest ways to improve this. Analyse quantitative data in charts and line graphs.		

Year 6			
Autumn 1 (Places and Locations) **South America**		Spring 1 (Human and Physical Geography) **The Arctic and Antarctica**	Summer (Canterbury and comparisons) **Fieldwork Enquiry**
Class Country Topic (Ecuador and the Galapagos)	**From Ecuador to the Galapagos** Why is Ecuador the country of the four worlds?	**From Titanic to the Tundra** How do human and physical processes interact in the Arctic and Antarctica?	**Carroty Here We Come!** Can we carry out an independent fieldwork enquiry?
.**Knowledge and Skills** **Skill** Identify the position and explain the significance of latitude, longitude, equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime (or Greenwich) Meridian and time zones (including day and night).**Knowledge** The Northern Hemisphere is the part of Earth that is to the north of the equator and the Southern Hemisphere is to the south. The Prime Meridian is the imaginary line from the North Pole to the South Pole that passes through Greenwich in England and marks 0° longitude, from which all other longitudes are measured. **Skill** Use grid references, lines of latitude and longitude, contour lines and symbols in maps and on globes to understand and record the geography of an area. **Knowledge** A geographical area can be understood by using grid references and lines of latitude and longitude to identify position, contour lines to identify height above sea level and map symbols to identify physical and human features. **Skill** Locate significant cities, human and physical features of countries studied on maps; explain the significance of the ecosystems of Ecuador, challenges faced, and how they are being protected. **Knowledge** Ecuador has 4 distinct ecoregions: the Andean highlands, Amazon rainforest, Pacific coast, and the Galapagos Islands. **Skill** Use satellite imaging and maps of different scales to find out geographical information about a place. Select maps for a specific purpose. Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Recognise an increasing range of OS symbols on maps. Locate features using six-figure grid references. **Knowledge** Satellite images are photographs of Earth taken by imaging satellites **Skill** Name, locate and describe major world cities. **Knowledge** Name some major cities of countries studied so far. **Skill** Describe patterns of human population growth and movement, economic activities, land use and human settlement patterns in the areas studied. **Knowledge** How patterns of human population, economic activity, land use and human settlement have changed over time in the polar regions and in Ecuador. **Skill** Describe the climatic similarities and differences between the different areas of Ecuador and their impact on flora and fauna found there. **Knowledge** Climate is the long-term pattern of weather conditions found in a particular place. Climates can be compared by looking at factors including maximum and minimum levels of precipitation and average monthly temperatures.		**Knowledge and Skills** **Skill** Explain how climate change affects climate zones and biomes across the world. **Knowledge** Climate change is the long-term change in patterns of weather that contributes to the melting of polar ice caps, rising sea levels and extreme weather and is caused by global warming. Human activity, such as burning fossil fuels, deforestation, habitat destruction, overpopulation and rearing livestock, all contribute to global warming. **Skill** Locate significant cities, human and physical features of countries studied on maps; explain the significance of the ecosystems the Arctic and Antarctica, challenges faced, and how they are being protected. **Knowledge** Know the key features of polar regions and their ecosystems, the challenges they face, and how they are protected. **Skill** Compare and describe physical features of polar landscapes. **Knowledge** The Arctic is a sea of ice surrounded by land and located at the highest latitudes of the Northern Hemisphere. It extends over the countries that border the Arctic Ocean, including Canada, the USA, Denmark, Russia, Norway and Iceland. Antarctica is a continent located in the Southern Hemisphere. Antarctica does not belong to any country. Physical features typical of the polar regions include glaciers, icebergs and ice caps **Skill** Explain how humans function in the place they live. **Knowledge** The distribution of and access to natural resources, cultural influences and economic activity are significant factors in community life in a settlement. **Skill** Describe the distribution of natural resources in an area or country. **Knowledge** Natural resources include food, minerals, energy sources and water. .	**Knowledge and Skills** **Skill** Analyse and present increasingly complex data, comparing data from different sources and suggesting why data may vary. **Knowledge** Know how to use a range of data collection methods. GIS is a digital system that creates and manages maps, used to support analysis for enquiries **Skill** Use satellite imaging and maps of different scales to find out geographical information about a place. Select maps for a specific purpose. Recognise the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Recognise an increasing range of OS symbols on maps. Locate features using six-figure grid references. **Knowledge** Satellite images are photographs of Earth taken by imaging satellites
Class Country Country study incorporating the following: Country, continent, cities and neighbouring countries, physical and human features, rivers and mountains; Equator, poles, temperate zones, hemispheres; world map, atlas, globe, satellite maps; Lines of latitude and longitude, Prime and Greenwich Meridian, time zones; 8 points of the compass; Tropics of Cancer and Capricorn; Climate zones, biomes and vegetation belts; Maps at more than one scale; Scale bar to estimate distances; Models and maps for contours and slopes;		**Sequence of Learning - Key Questions** What do we know about polar regions, their climate and where they are located? (Can we complete a virtual polar expedition?) What is the polar landscape like? (What are the six main physical features of a polar landscape? How are polar oceans different to other oceans on Earth?)	**Sequence of Learning - Key Questions** Can we develop an enquiry question? Can we create effective data collection methods for our fieldwork? Can we map a route? Can we collecting data to answer our enquiry question? What does our data show? How shall we present our findings?

The 5 climate zones: desert, equatorial, polar, temperate and tropical; 7 main biomes: rainforest, desert, savannah, grassland, tundra, woodland and aquatic Additional learning related to the geography, people, places, culture of the class country **Sequence of Learning - Key Questions** What are the four distinct regions and ecosystems found in Ecuador? What Species of flora and fauna can be found there? What is the climate of the Galapagos like? Why are the Galapagos Islands a unique geographical place? What species of flora and fauna can be found there? How do ocean currents help to sustain the islands' rich biodiversity? How have ecosystems developed in these extreme conditions? (What are hydrothermal vents? What are the hotspots and volcanoes that formed the Galapagos Archipelago?)	Why do the polar regions experience the largest differences in daylight? (What is polar night?) What natural resources are available in the Arctic? How do the climate and landscape affect the lives of people in the Arctic? (How have the indigenous people adapted to these conditions? Do our ways of life share any similarities or differences?) What is the impact of tourism in Antarctica?	
Geographical Skills and Field Work Map Darwin's walk reading and plotting co-ordinates using lines of latitude and longitude.	**Geographical Skills and Field Work** Complete a virtual polar expedition: Map the route, complete a log of weather, wildlife, flora, fauna, people and human and physical features.	**Geographical Skills and Field Work** Plan and complete a fieldwork enquiry e.g. Can we map /compare the geography of Carroty Wood and Hambrook Marsh?
Vocabulary Ecosystem, Andes, jungle, tropical, volcanic, biodiversity, archipelago, tourism, natural resources, exports, national parks, altitude, vegetation, altitudinal bands, cloud forest, glaciers, bedrock, moisture, lowlands, mist, oceanography, upwellings, nutrient-rich, currents, hotspots, volcanoes, tectonic plates, co-ordinates, migration	**Vocabulary** Polar landscape, iceburg, glacier, mountain, ice field, ice sheets, biome, tundra, boreal forest, deforestation, climate change, greenhouse gases, fossil fuels, habitat destruction, overpopulation. natural resources, gas, minerals, aluminium, sandstone, oil, energy sources, coal, indigenous, tourism, facilities, accommodation, activities, transport links entertainment, income, overcrowding, polar night,	**Vocabulary** Compass, grid references, symbols, key, primary and secondary sources quantitative, qualitative, Likert Scale, research, equipment, risk assessment, analyse, evaluate
End Points Explain that Ecuador has 4 distinct regions and ecosystems the Andean highlands, the Amazon rainforest and the Pacific coast. Understand how the Galapagos Islands are geographically distinct and important and of global and historical significance. Identify that the Galapagos are part of an Ecuadorian volcanic archipelago. Draw an annotated map of the Galapagos Islands, focusing on the location, landscape and wildlife of the islands. Identify the importance of preserving natural habitats, with reference to protected areas. Explain how ocean currents affect seasons and climate. Discuss the effect of changes in the currents and how they help to sustain the islands' rich biodiversity. Understand there are hydrothermal vents at the bottom of the sea and how ecosystems have developed in these extreme conditions. Understand how hotspots and volcanoes have formed the Galapagos Archipelago.	**End Points** Pupils who are secure will be able to: Explain polar climate. Describe the 6 main physical features of a polar landscape. Account for differences in daylight and polar night. Explain how polar oceans are different to other oceans using a range of factors. List natural resources that are found in the Arctic. Discuss the four main causes of climate change. Explain the role of tourism and research in Antarctica. Describe adaptations in equipment and clothing enable people to live and work there. Describe similarities and difference between life in the UK and Antarctica.	**End Points** Pupils who are secure will be able to: Explore an aspect of the local area. Identify questions to ask to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.
Development of geographical skills and fieldwork across the year as detailed in the progression map for Year 6		
Question. Choose the best approach to answer their own enquiry question. **Observe** Make sketch maps of areas studied including labels and keys where necessary. Independently or collaboratively plan how to collect data to answer an enquiry-based question. **Measure** Select appropriate methods for data collection. Design interviews or questionnaires to collect qualitative data. **Record** Use GIS (Geographical Information Systems) to plot data sets (e.g. prevalence of crop types) onto base maps to analysed. Use a simplified Likert Scale to record. Conduct interviews or questionnaires to collect qualitative data. Interpret and use data. Identify and mitigate potential risks during fieldwork. **Present** Decide how to present data using a variety of methods. Draw conclusions using findings from fieldwork to support reasoning. Evaluate evidence collected and suggest ways to improve this. Analyse quantitative data in charts and line graphs.		