Progression Map

Geography

Knowledge and Skills Progression Map: Geography

EYFS
End of EYFS Expectations
People Culture and Communities ELG Children at the expected level of development will: - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - 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 ELG** **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.
• Can they make observations about the human and physical features of their immediate (home and school) and local environment? • Can they describe simple similarities and differences between two places including in different countries? • Can they make simple geographical links between features, places and people? • Can they identify and make observations about geographical changes and processes including the seasons, the weather, states of matter? • Can they understand simple • Can they make simple comparisons between ways of life for people in different places and different communities? • Can they identify some ways in which they can care for the natural environment? • Can they use simple positional language to describe a location or give directions? • Can they identify features on and create simple maps of familiar places and stories? • Can they identify some simple features on a world map or globe such as land and water? • Can they participate in simple field work activities and talk about their observations?
Greater Depth
• Can they explain the impact that human activity has on the local environment? • Can they describe some actions which people in their own community do that help maintain the area they live in? • Can they give examples of simple human and physical features in different countries and say why they are the same or different.
In the EYFS we have a 2 year cycle of topics. All key knowledge and skills are covered in both cycles to ensure coverage for children who join in the Reception year.

Termly Overview		
Cycle 1		
Autumn	**Spring**	**Summer**
Into the Woods	**All About Me**	**In the Garden**
 **EYFS Curriculum Objectives**		
• 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	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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.	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and 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
Knowledge, Skills and Experiences		
 **Locational Knowledge**		
Nursery Understand basic positional language and join in with positional language in rhymes, stories and games Locate places in the classroom and outside area including independently locating resources.	**Nursery** Follow simple instructions using positional language. Talk about the location of where they live e.g. my house is by the park	**Nursery** Understand and use a wider range of positional language - follow and give simple positional instructions. Describe where things are in relation to other things.

Identify familiar locations in books and stories, pictures and on local visits e.g. the woods, a farm **Reception** Give and follow simple directions, develop accuracy in what they are telling the other person as well as listening carefully. Locate places around the classroom, playground and school environment. Explain to someone else where something is located.e.g. the library is by the front door Identify and describe the relative location of familiar places in books and stories, photographs and pictures, simple maps and local visits e.g. we visited the church next to the park	Identify and represent their home, different locations in their home and home life in conversation and in play Identify and find out about locations where friends and family live or they have seen in stories and TV programmes. **Reception** Identify some features of the location of their home within the local area using positional language to describe the location. e.g. my house is near Tesco Talk about and represent locations that are important to them . Locate their house and the school on a digital map (enter the postcode to locate) and zoom in to find them (with adult support). Evaluate distance on a map e,g it is near/ far Understand that signs can help us find the locations of places	Describe the location of objects in familiar places e.g. my water bottle is in the box next to the door Create representations of different locations in their play **Reception** Begin to identify left and right (may not be consistent) Make decisions and describe where things should be located when playing e.g. I think we should build an obstacle course under the tree Understand that location can impact other factors and make simple decisions based on this knowledge – where to plant something Take part in simple orienteering activities Create representations of places using different media and materials Design a simple map
In addition, children have ongoing opportunities throughout the learning environment to explore locational knowledge		
 **Place Knowledge**		
Nursery Name some familiar places and begin to use new language to name new environments they visit e,g, church, market Notice simple features of different places and habitats they have visited Explore different places using their senses as appropriate and make simple observations e.g. it is dark here, quiet here…	**Nursery** Talk about their home environment and identify some physical and human features of this e.g. I live in a flat, I live with my mum and my sister, I share a bedroom with my brother Begin to show a sense of belonging to the communities that they are in e.g. their class, their key group, their family Begin to show an interest in other communities Explore different homes and places in stories and books.	**Nursery** Describe familiar places and places they visit using simple geographical language. Explore different places they visit using their senses as appropriate. Describe in simple language what they see, hear, feel, taste and smell. Name a wider range of living things and natural objects e.g. minibeasts.

Begin to name some living things and natural objects that are found in habitats they have visited e.g. the park – tree, flower, squirrel Share stories and look at books with familiar adults that feature different places and talk about them Engage in some representational play about familiar places . Start to recognise differences in scale **Reception** Identify, describe and remember some features of different places and habitats they have seen in books or visited. Eg, there are lots of trees in the woods Describe some simple similarities and differences between places Name some animals and plants that can be found in a habitat they are learning about e.g. squirrels live in the woods Find out information about different places, plants and animals from non -fiction books and online. Create representations of the places that they have experienced Describe places they visit using their different senses Explore different scales and perspectives.	Explore different places through role play **Reception** Describe their home and talk about what they like and don't like about where they live. Explore different types of homes in the local area e.g. some people live in a house and some people live in a flat, some are old and some are new. Represent what they have learnt about different places in their play e.g. through construction play or role play	Find out about different habitats through practical explorations e.g. pond dipping, minibeast hunts Work with adults to create role play and small world areas, selecting resources and using their own ideas and experiences to make suggestions. Represent their experiences of places in role play. **Reception** Identify, describe and remember features of a wider range of different places and habitats they have experienced e.g. park, school garden, nature park, heath, woods, pond, farm. Make simple comparisons between the places they have visited talking about similarities and differences. Talk about places they like and don't like giving simple reasons for their opinions. Identify and name some plants that can be found or grown in the school garden e.g. sunflower, tomato plant Identify some animals that can be found in a garden, natural park and pond. Give some simple reasons why animals live in different places (habitats) including microhabitats. E.g. frogs need to live in water, the spider has a web to catch food.
In addition, children have ongoing opportunities throughout the learning environment to explore place knowledge		
 **Environmental, Physical and Human Geography**		

Nursery Notice simple changes in the seasons Autumn and Winter Talk about the weather and begin to name different types of weather they experience. Start to take care of their immediate environment Start to understand that resources can be finite e.g. something has all gone Enjoy spending time in natural environments and start to identify what they like about the place Explore and investigate natural objects through natural loose parts play, during forest school and in the environment. **Reception** Know the names of and some key information about the seasons – Autumn, Winter e.g. the leaves change colour and fall off the trees Identify what the weather is like, record the weather on a class chart. Start to make connections between the weather and the seasons in the UK. Begin to recognise that it is important to take care of natural environments Understand that some of the things that we use are made from other things and this can impact the environment e.g. not wasting paper because it is made from trees Talk about their experiences of visiting different environments and give their opinion about what they like or don't like .	**Nursery** Notice simple changes in the seasons Winter and Spring Talk about the weather and name different types of weather they experience. Begin to identify ways they might change what they do depending on the weather Know that there are some similarities and differences between themselves and others and between their families and other children's families e.g. I have a sister but my friend doesn't Talk about their own cultural experiences and show an interest when others talk about theirs. e.g. celebrating festivals Read books and watch programmes/ videos about different families Explore changes in animals and plants as they grow and change e.g. growing beans or hatching chicks Learn about how to care for living things and the environment **Reception** Know the names of and some key information about the seasons – Winter and Spring e.g. there are flowers growing in the park Identify what the weather is like, record the weather on a class chart. Describe different types of weather and the effect that it has on them Continue to make connections between the weather and the seasons in the UK. Notice in the environment what happens to water when it freezes and what happens to ice when it is warmed. Link	**Nursery** Notice simple changes in the seasons Spring and Summer Talk about the weather and name different types of weather they experience. Notice and remember that the weather doesn't stay the same day to day or season to season. Enjoy spending time outside and in nature. Talk about what they like about being outside in natural environments. Identify what they like and dislike about different places. Think about people who help look after different places and the jobs they do. **Reception** Know the names of and key information about the seasons – Spring and Summer Revisit their knowledge of the different seasons and talk about changes that have occurred over the year. Notice the effect of the sun and temperature on materials e.g their ice lolly melts in the sun Identify and represent simple life cycles of plants and animals talking about changes Identify what the weather is like, record the weather on a class chart. Know some food we eat is grown at different times of the year. Find out about seasonal foods and use them in cooking activities Identify ways to improve and care for their environment using local examples and stories to support e.g. planting flowers in the school garden

Collect, describe and sort natural objects	this to the weather. Reinforce this understanding through classroom activities. Identify some similarities and differences between different religious and cultural communities, drawing on their experiences, that of their friends and families and what has been read in class. Begin to find out about and explain some similarities and differences about living in different places e.g. reading stories set in different countries or urban/ rural locations. Show care and concern for living things and the environment	Look closely at similarities, differences, patterns and change in the natural world Comment and asks questions about aspects of their familiar world such as the place where they live or the natural world
In addition, children have ongoing opportunities throughout the learning environment to explore environmental, physical and human geography		

Field Work

EYFS pupils have plentiful opportunities to freely explore their EYFS setting and outdoor area, and to make visits to places in the immediate vicinity of the school (e.g. local streets, park, shop, church or mosque). They become familiar with these places through first-hand sensory exploration, observation and talk. They have opportunities to ask questions and follow their own interests. These early experiences provide opportunities for language development as pupils name and describe what they see in discussion with peers and adults.

Children will be provided with opportunities to:
- explore their setting's outdoor area, noticing and naming its features
- experience different weather conditions and their impact on the environment
- examine and discuss natural objects
- explore the immediate local area through walks and visits to selected sites

During and after their explorations, pupils should have opportunities to record what they observe and notice by:
- using small world play or the role play area to represent a visited place
- making drawings
- taking digital photos
- sequencing photos to recall features seen on a visit or short walk
- drawing a map

• counting
• expressing their feelings about places they visit, saying which features they like/dislike

Field Work Week – Each class participates in a local field work project during National Field Work week in the summer term

Activity :
Toddlers – Local Area – special places
Nursery – Journey Stick or Tuning in to Soundscapes (local park)
Reception – Local Area Mapping or Emotional Mapping or Places to Play

Sketching	Gathering Infromation	Geographical Enquiry: Analysing, Interpreting and Presenting Information	Geographical Enquiry: Providing Conclusions and Evaluating Results
• Draw their familiar environment, accurate with colour and key features	• Describe their local environment using their senses	Analysing and interpreting information: • Use everyday language to talk about size, weight, capacity, position, distance and time to compare quantities and objects and to solve problems. Presenting information : • create and describe patterns	• Agree or disagree with someone or a point being made

Map Skills

Using and Interpreting	Position and Orientation	Drawing	Symbols	Perspective and Scale	Digital Maps
0-3's Use all their senses in hands-on exploration of natural materials. Beginning to use pictorial maps for play e.g. a road map for cars, a farm map for animals.	**0-3's** Point in the direction of features when asked. Follow simple instructions to look or move in a certain direction	**0-3's** Enjoy drawing and mark – making. Express ideas and feelings through making marks, and sometimes give a meaning to the marks they make.	**0-3's** Begin to notice simple patterns. Begins to use objects symbolically e.g. a banana for a telephone.	**0-3's** Use pretend play and start to compare sizes between models and reality.	**0-3's** Recognises that maps like Sat Navs help you find your way. Begins to play with online video games where you manipulate a character in space.
Nursery Begin to understand that maps hold information in	**Nursery** Describe a familiar route.	**Nursery** Create closed shapes with continuous lines and begin	**Nusrery** Use some symbols as cues	**Nursery**	**Nursery**

patterns and print. Use maps for pretend play. Make imaginary maps with marks that have meaning. Follow simple routes on maps. Use journey strings or sticks to record information on a route, recall the journey and sequence theevent, using the string or stick as a map.	Discuss routes and locations, using words like 'in front of' and 'behind'.	to use these shapes to represent objects and features. Draw maps using shape and purposeful mark making.	Use objects as symbols to represent other objects	Talk about distance and know that some places are further away than others. Begin to explore scale through small world play	Recognise some features at a large scale, using aerial views. Play simple digital games moving figures on a plan view
Reception Derive information from a simple map Use a simple plan map of the school grounds to find and / or mark in features. Follow a simple route at a local scale, using familiar landmarks. Use journey sticks or strings to create simple drawn maps.	**Reception** Explore a globe with an adult and show an interest in where places are e.g. penguins live at the south pole, my grandma lives in Bangladesh Use a compass in play. Use more complex directional language and begin to use right and left (not always accurately)	**Reception** Draw and create simple maps from memory about features and a familiar environment	**Reception** Begin to use simple symbols on maps to show features and journeys. Recognise the use of some simple symbols on maps and what they mean.	**Reception** Start to gain knowledge of their own country and its features. Zoom in to a map to find the school using a postcode (with adult support). Know that you need to zoom out to see a larger area.	**Reception** Manipulate and explore large scale maps, with adult support add simple labels or markers e.g. a marker to show their house.
 **Vocabulary**					
Nursery					
Locational Language: Up, down, over, under, through, on top, next to, in Change and Seasons:					

same, different, next, Autumn, Winter, Spring, Summer, rain, sun, wind, hot, cold, grow Places: House, street, road, park, school, playground, garden, shop, café, doctor's surgery, place Maps: Where, find, map		
Woodland habitats : Wood, tree, plant, animal, bird, squirrel, owl, fox, rabbit, log, seed, leaf, stick, berry	Homes and Communities: Home, bedroom, kitchen, living room, bathroom, family, grandparents, brother, sister, mother, father, doctor, nurse	Garden: Plant, flower, tree, fruit, vegetable, seed, grow, bean, sunflower, pond, gardener, mini beast Tomato, potato, cucumber, runner bean, orange, apple, pear, strawberry, banana, orange
Reception		
Locational Language: Between, forwards, backwards, left, right, turn, straight ahead, near, far, furthest, closest Change and Seasons: Change, similar then, now, before, after, seasons, weather, temperature, mist, cloudy, old, new Place: Town, building, flat, bus stop, church, traffic lights, canal, hospital, dentist, vets, museum, countryside, field, environment, travel, quiet, noisy, busy Maps: Globe, atlas, locate. Zoom in, zoom out, route, postcode, birds eye view		
Woodland habitats: Wood, tree, plant, Forest, Oak, Fir, Beech, Horse Chestnut, Rowan, Holly, conker, pine cone, acorn, twig, blackberry, mushroom, toadstool, log, seed, leaf, stick, berry Animal, bird, squirrel, owl, fox, rabbit, Badger, hedgehog, rabbit, bat, woodpecker, deer, squirrel	Homes and Communities: Home, bedroom, kitchen, living room, bathroom, family, grandparents, brother, sister, mother, father, doctor, nurse Community, lift, floor, furniture	Garden: Plant, flower, tree, fruit, vegetable, seed, grow, bean, sunflower, pond, minibeast, seasonal Tomato, potato, carrot, spinach, squash, pumpkin, cucumber, herbs, runner bean Strawberries, apple, pear, banana, cherry, plum, pineapple, mango, orange

Cycle 2		
Autumn	**Spring**	**Summer**
Food and Festivals	**Imaginary Worlds**	**About Town**

EYFS Curriculum Objectives

• Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • 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; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	• 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; • Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter	• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and 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; • Recognise some important processes and changes in the natural world around them, including the seasons and changing states of matter

Knowledge, Skills and Experiences

Locational Knowledge

Nursery Understand basic positional language and join in with positional language in rhymes, stories and games Locate places in the classroom and outside area including independently locating resources. Identify familiar locations in books and stories, pictures and on local visits e.g. the market Identify and find out about locations where friends and family live or they have seen in stories and TV programmes. Find these places on a map with adult support.	**Nursery** Follow simple instructions using positional language. Describe the location of objects in familiar places Create representations of different locations in play **Reception** Make decisions and describe where things should be located in their play Take part in simple orienteering activities	**Nursery** Understand and use a wider range of positional language - follow and give simple positional instructions. Describe where things are in relation to other things Talk about the location of where they live and other familiar places using simple positional language Identify and represent their home and local area in play **Reception** Begin to identify left and right

Reception Give and follow simple directions, develop accuracy in what they are telling the other person as well as listening carefully. Locate places around the classroom, playground and school environment. Explain to someone else where something is located. Locate and record things on maps of different scales e,g, where people who are important to them live, where different food comes from, where different animals live in the world Evaluate distance using a map – near/ far Begin to understand that location can impact other factors - places are hot and cold e.g. it is cold at the north pole	Create representations of places using different media and materials Identify and describe the relative location of places in books and stories, photographs and pictures, simple maps and local visits e.g. the treasure is buried next to the tree Understand maps help us locate something	Identify some features of the location of their home using positional language to describe the location. Explore the local area Talk about and represent locations that are important to them Locate their house, the school and other local places that are important to them on a digital map with adult support (enter the postcode to locate) and zoom in to find them. Understand you can look at things from above by looking down on the playground from height and use ariel photographs to identify and explore places Design a simple map Understand that signs can help us find the locations of places
 **Place Knowledge**		
Nursery Talk about their home environment and community and identify some physical and human features of this e.g. I live in a flat, I live with my mum and my sister, I share a bedroom with my brother Begin to show a sense of belonging to the communities that they are in Begin to show an interest in other communities e.g. through role play or sharing stories Explore different communities in stories and books	**Nursery** Describe places they visit and experience in books using simple geographical language. Work with adults to create role play and small world areas, selecting resources and using their own ideas and experiences to make suggestions. Represent their experiences of places in role play. **Reception**	**Nursery** Name some familiar places and begin to use new language to name new environments they visit, have visited or have seen in books or photographs Notice simple features of different places and habitats they have visited or seen in pictures or books Explore different places they visit using their senses as appropriate. Describe in simple language what they see, hear, feel, taste and smell. Make simple comparisons between places and objects.

Find out about different cultures and begin to share experiences of their own culture and community Share stories and look at books with familiar adults that feature different places and talk about them together **Reception** Identify and name some food plants that can be found or grown in the school garden Identify some plants and crops that can be grown in other places and other countries .e.g. favourite fruit Identify some animals that live in different places e.g. when reading Handa's Surprise name some animals that live in Kenya Find out about different places in the world that they or their family and friends have links too. Identify simple similarities and differences between places they have learnt about from their own experience, family members or from books and pictures. Find out about their own and others cultures and communities and begin to identify similarities and differences between them. Make connections between different cultures e.g. I get presents at Christmas and my friend gets presents for Eid	Make comparisons between the places they have visited or experienced in books identifying similarities and differences. Describe places using a wider range of geographical vocabulary. Talk about places they like and don't like giving simple reasons for their opinions.	Name some living things and natural objects that they have encountered e.g. fir cone, woodlouse. Engage in some representational play about familiar places . Start to recognise differences in scale – something is bigger/ smaller **Reception** Describe their local area and talk about what they like and don't like about where they live. Some children may begin to suggest some ways they could improve a location. Be able to name, describe and remember features of different places in the local area and talk about what they hear, see, smell, feel, taste. Represent what they have learnt about different places in their play. Describe some simple similarities and differences between places. Name some animals and plants that can be found in a habitats they are learning about Find out information about different places, plants and animals from non -fiction books and online. Create representations of the places that they have experienced

Environmental, Physical and Human Geography

Nursery Notice simple changes in the seasons Autumn and Winter Talk about the weather and begin to name different types of weather they experience. Start to take care of their immediate environment Start to understand that resources can be finite e.g. something is all gone. Know that there are some similarities and differences between themselves and others and between their families and other children's families e.g. I have a sister but my friend doesn't. Begin to talk about their own cultural experiences and show an interest when others talk about theirs. Read books and watch programmes/ videos about different families **Reception** Know the names of and some key information about the seasons – Autumn, Winter e.g. take part in an Autumn scavenger hunt Identify what the weather is like, record the weather on a class chart. Start to make connections between the weather and the seasons in the UK.	**Nursery** Notice simple changes in the seasons Spring and Summer Talk about the weather and name different types of weather they experience. Notice and remember that the weather doesn't stay the same. Enjoy spending time in natural environments and start to identify what they like about the place Explore and investigate natural objects through natural loose parts play, during forest school and in the environment. Explore changes in animals and plants as they grow and change e.g. planting beans, hatching chicks Begin to talk about the features (human and physical) of different environments that they visit or they have seen in books or in videos . **Reception** Know the names of and some key information about the seasons – Winter and Spring Identify what the weather is like, record the weather on a class chart. Describe different types of weather and the effect that it has on them . Continue to make connections between the weather and the seasons in the UK.	**Nursery** Notice simple changes in the seasons Winter and Spring Talk about the weather and name different types of weather they experience. Begin to identify ways they might change what they do depending on the weather Talk about features (human and physical) of the school environment and local area and begin to identify what they like or dislike about different places. Think about people who work in the local area and people who help look after different places and the jobs they do. Learn about how to care for living things and the environment **Reception** Know the names of and key information about the seasons – Spring and Summer Revisit their knowledge of the different seasons and talk about changes that have occurred over the year Notice the effect of the sun and temperature on materials Understand that some of the things that we use are made from other things and this can impact the environment Talk about their experiences of visiting different places and give their opinion about what they like or don't like .

Collect, describe and sort natural objects Find out about different places in the world from books, photographs and online. Look at what is similar and what is different (avoid cultural misrepresentation). Show an simple awareness that different parts of the world have different climates linked to stories they have read e.g. it is hot in some places and cold in others Begin to show an understanding that different food is grown in different parts of the world and that climate has a baring on this e.g. bananas will only grow somewhere it is hot and sunny Understand how food is used to mark and celebrate important events. Identify some similarities and differences between different religious and cultural communities, drawing on their experiences, that of their friends and families and what has been read in class. Show respect towards others including those with different cultures and beliefs. Find out about and explain some similarities and differences between life in this country and life in other countries through talking to friends and families, watching videos, reading books, looking at photographs and maps.	Notice in the environment what happens to water when it freezes and what happens to ice when it is warmed. Link this to the weather. Reinforce this understanding through classroom activities. Identify and represent simple life cycles of plants and animals and talk about changes e.g. hatching chicks Identify what the weather is like, record the weather on a class chart. Explain how the weather is different in different seasons. Look closely at similarities, differences, patterns and change in the natural world. Comment and asks questions about aspects of their familiar world and places they have seen in books.	Find out about different types of localities in different places from books, photographs and online. Look at what is similar and what is different. E.g. comparing a rural setting in a story to where they live. Identify ways to improve their environment, use local examples and stories to support Begin to recognise that it is important to take care of environments and simple ways they can help to do this.
 **Field Work**		
See Cycle 1 for porgression in Field Work		

Map Skills

See Cycle 1 for progression in map skills

Vocabulary

Nursery

Locational Language:
Up, down, over, under, through, on top, next to, in

Change and Seasons:
same, different, next, Autumn, Winter, Spring, Summer, rain, sun, wind, hot, cold, grow

Places:
House, street, road, park, school, playground, garden, shop, café, doctor's surgery, place

Maps:
Where, find, map

World, country, family, celebration, festival, grow, travel	Real, pretend, describe, woods, castle, find	Town, house, flat, street, road, park, tree, woods, shop, café, church, local area

Reception

Locational Language:
Between, forwards, backwards, left, right, turn, straight ahead, near, far, furthest, closest

Change and Seasons:
Change, similar then, now, before, after, decay, seasons, weather, temperature, mist, cloud, frost, old, new

Place:
Town, building, flat, bus stop, church, roundabout, traffic lights, canal, hospital, dentist, vets, museum, countryside, field, environment, travel, quiet, noisy, busy

Maps:
Globe, atlas, locate. Zoom in, zoom out, route, postcode, birds eye view

World, country, grow, travel, location, culture, community, celebration, festival, seasonal, distance	Real, pretend, describe, island, forest, woods, castle, tower, cave, beach, find	Town, city, village, road, street, river, canal, bridge, shop, café, garage, park, wood, garden, house, flat, post office, super market, market, bakers, hairdressers, local area, environment

Unit Substantive and Disciplinary Knowledge Progression Map: Geography

Key Stage 1
End of Key Stage 1 Expectations
National Curriculum Key stage 1 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.

Year 1
Year 1 End of Year Expectations
• Can they explain where they live and describe some of the physical and human features? • Can identify where places are in their locality? • Can they name the 7 continents and 5 oceans? • Can they identify the Poles and Equator on a world map? • Can they locate some cold and hot countries on a world map and say that cold countries are nearer the poles and hot countries are nearer the equator? • Can they identify the UK on a map and the seas surrounding the UK? • Can they identify London as the city they live in and the capital city of the UK and describe some key landmarks (human and physical features)? • Can they answer some questions using different geographical resources? • Can they participate in simple field work activities, record and talk about their findings? • Can they make simple comparisons between two locations (one in the UK and on in a non- European country)? • Can they describe the physical and human features of coastal environments? • Can they explain in simple terms how a landscape changes over time? • Can they name the four seasons and describe the four seasons in the UK? • Can they identify and describe the weather they experience in different seasons /day to day? • Can they use maps, globes and atlases to identify oceans, continents and countries? • Can they identify features on maps and ariel images? • Can they use and create simple maps of their school and local area? • Can they identify some things that can improve the environmental sustainability of their school grounds/ local area?
Greater Depth
• Can they ask relevant geographical questions using a range of sources provided? • Can they show empathy towards a geographical event or issue and explain the impact on people or place?

Unit Progression Map				
Where in the World	**London Calling**	**Fossil Hunters**	**Weather and Seasons**	**Beside the Seaside**
 **National Curriculum Objectives**				

• To name and locate the world's 7 continents and 5 oceans (LK) • To 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 (PK) • Identify the location of hot and cold areas of the world in relation to the Equator and North and South Poles (HPG) • To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied (GSF)	• Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (PK) • Use basic geographical vocabulary to refer to human features (HPG) • To use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment (GSF) • To 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. (GSF)	• To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean (HPG) • Use basic geographical vocabulary to refer to human features including town, village, harbour(HPG) •	• Identify seasonal and daily weather patterns in the United Kingdom (HPG) • To use simple fieldwork and observational skills to study the geography of their school, its grounds and the key human and physical features of its surrounding environment (GSF)	• To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, sea, ocean (HPG) • Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK (PK)
 **Locational Knowledge**				
• Locate countries (including the UK and Kenya) using a Globe and Atlas • Locate the World's 7 continents and 5 oceans using a Globe and Atlas	• Locate places in the school building and grounds and the local area on a map. • Name and locate famous landmarks in London and know how to find them on a map.	• Identify the location of Lyme Regis and the Jurassic Coast. • Identify key locations on the Jurassic Coast.	• Identify the UK on a world map	• The seas around the UK, the name and location of seaside towns in the UK and the location of the nearest seaside town to London.
 **Place Knowledge**				

• Identify similarities and differences between the human and physical geography of a country in Africa (Kenya) and the UK.	• Identify the human and physical features of the geography of our school and the local area	• Make comparisons between two coastal locations on the Jurassic Coast and think about reasons for the differences they identify.	Identify features of a woodland habitat and make comparisons between micro habitats.	• Identify the human and physical features of a UK costal location using maps, satellite images and photographs. • Identify similarities and differences between a coastal location in the UK and one in a non -European country
 **Physical and Human Geography**				
• Identify hot and cold areas of the world in relation to the poles and Equator. • Recognise some features of hot and cold places. • Identify human and physical features of a Kenyan city and village.	• Identify some features that improve their immediate and local environment	• To identify the physical and human features of the Jurassic Coast and changes that have occurred to the landscape over time. • Have a basic understanding of how coastal landforms are formed. • To understand how fossils are formed.	• Identify seasonal changes in the UK • Describe different types of weather • Investigate daily weather patterns • Understand how the weather changes with each season. • Investigate a local woodland habitat.	• Explore the physical geography and human geography of a coastal area in the UK
 **Environmental Sustainability**				
• Find out about how global warming is affecting animals that live in the Arctic	• Identify ways in pollution can be reduced in the area around our school.		• Identify ways in which natural environments are special.	• Identify some of the causes and consequences of plastic pollution on coastal areas / ocean habitats.
				

Field Work			
Sketching	**Gathering Infromation**	**Geographical Enquiry: Analysing, Interpreting and Presenting Information**	**Geographical Enquiry: Providing Conclusions and Evaluating Results**
• Create plans and draw simple features in their familiar environment, mainly made up of outlines of features • Add labels onto a sketch map, map or photograph of features	• Orally comment on observations about what they see and draw simple features (e.g. buildings, roads, trees) • Ask geographical questions e.g. What is it like to live in this place?	Analysing and interpreting information: • Answer simple questions by counting the number of objects in each category • Answer questions making direct comparisons between two observations E.g. When comparing the UK and Kenya on a map, pupils can state that the UK has a cooler climate than Kenya [analysing] because it is further away from the equator [interpreting]. Presenting Information: • Present geographical data as a tally chart E.g. during fieldwork, pupils count objects and mark using a tally	• Consider why the data exists. What was the purpose of the data collection?
Field Work Week – Each class participates in a local field work project during National Field Work week in the summer term **Activity - Our Street**			

Map Skills					
Using and Interpreting	**Position and Orientation**	**Drawing**	**Symbols**	**Perspective and Scale**	**Digital Maps**
• Find information on aerial photographs. • Know that maps give information about the world (where and what?). • Follow a route on a prepared map. • Recognise simple	• Beginning to use directional vocabulary. Say which direction N and S e.g. when identifying the poles	• Draw a simple map (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories. • Create maps using a range of media.	• Use symbols on maps (own and class agreed symbols). • Know that symbols mean something on maps.	• Look down on objects and make a plan for example, on desk, high window to playground. • Use large scale, vertical aerial photographs.	• Find places using a postcode or simple name search. • Add simple to maps for example, labels and markers. • Draw around simple shapes and explain what

features on maps such as buildings, roads and fields. • Recognise that maps need a title. • Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality. • Find and name oceans and continents on maps.					they are on the map, for example, houses.

Work confidently with:

- Large scale street maps and large scale
- Ordnance Survey maps (1:1250. 1:2500)
- Aerial photographs
- Games with maps and globes.

Have experience of:

- a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales, globes and atlases.

Introduce:

- simple grids,
- four cardinal points,
- basic digital mapping tools,
- zoom function of digital maps.

Context:

- focus on the local scale - home, school, neighbourhood, everyday lives (their own and others), work in the school grounds.
  global scale – world maps, globes and through story

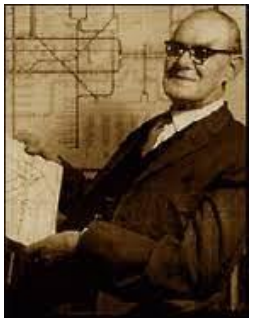
Children also study the weather and seasons throughout the school year through daily observations and recording the weather, looking at weather maps and exploration of seasonal changes such as studying the changes to trees in the local park and forest school activities.

Vocabulary

Continent	Direction	Fossil	Season	Coast
Ocean	Landmark	Coast	Spring	Sea
Country	Location	Landscape	Summer	Ocean
Atlas	Building	Physical Feature	Autumn	Landscape
Globe	Route	Arch	Winter	Physical Feature
Location	Symbol	Stack	Weather	Arch
Compass	Near	Cliff	Thermometer	Stack
Equator	Far	Beach	Rain guage	Cliff
Polar	Local	Cave	Temperature	Beach
Tropical			Weather vain	Cave
			measure	

Human Feature	
Harbour	
Pier	
Lighthouse	
Promenade	
Beach Hut	
Compare	

Inspirational Geographers

Wangari Maathai Founder of the Green Belt Movement	Harry Beck Designer of the London Underground Map	Dr Anjana Khatwa Earth Science Expert	Tamsin Green Meteorologist	Dawn Jeannie Wright Oceanographer
				 Amy and Ella Meek Founders of Kids Against Plastic

Unit Knowledge and Skills Progression Map: Geography

Year 2
Year 2 End of Year Expectations
• Can they label a diagram or photograph using some geographical vocabulary? • Can they use a map, digital map and ariel image to locate landmarks and human and physical features? • Can they use and construct a basic key? • Can they create a simple map? • Can they describe a locality? • Can they identify key features of a locality by using a map? • Can they identify settlements and identify some changes to a settlement over time? • Can they explain some reasons for changes to a locality or settlement over time? • Can they identify on a map and describe key physical and human features of the 4 countries and capital cities of the UK? • Can they identify the seas surrounding the UK? • Can they make simple comparisons between locations in the UK? • Can they identify seasonal and daily weather patterns in the UK? • Can they identify locate and name the 7 continents and 5 oceans? • Can they use a compass and simple directional language? • Can they name key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Can they name key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
Greater Depth
• Can they use a range of geographical evidence to make predictions? • Can they make comparisons between people and places and explain their reasons?

Unit Progression Map				
Inspiring People	**Time Detectives: Great Fire of London**	**Kings, Queens and Castles**	**The Great British Bake off**	**Land Ahoy**
 **National Curriculum Objectives**				

N/A	• 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 (GSF)	• Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, river, valley (HPG) • 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 (GSF)	• Name, locate and identify characteristics of the four countries and capital cities of the UK and is surrounding seas (LK) • Identify seasonal and daily weather patterns in the United (HPG) • 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 (HPG) • Use world maps, atlases and globes to identify the UK and its countries (GSF)	• Name and locate the world's seven continents and five oceans (LK) • Use world maps, atlases and globes to identify the UK and it's countries as well as the countries, continents and oceans studied at this key stage (GSF) • Use simple compass directions and locational and directional language to describe the location of features and routes on maps (GSF)
		Locational Knowledge		
N/A	• Locate the sites of the Great Fire of London • Use maps to find the locations of the Great Fire of London	• Know where some significant castles were located in the UK	• Where the United Kingdom is located in the world / within Europe • Locate the 4 constituent countries of the UK • Name and locate the seas that surround the UK • Name and locate the capital cities of the countries in the UK	• Trace the journey Sir Francis Drake took around the world and identify the places using maps, globes and atlases. • Locate and name the word's 7 continents and 5 oceans on a world map.

			• Identify the constituent countries of the UK • Locate key places and features of the four countries of the UK.	
 **Place Knowledge**				
N/A	• Make comparisons and identify changes to a settlement over time (changes to London before and after the Great Fire) • Identify reasons for the changes to a settlement.	• Understand the geographical features influencing the choice of location for medieval castles.	• Identify similarities and differences between the four countries and capital cities of the UK. • Compare where they live with different locations in the UK and begin to explain the reason for these differences using geographical terms. • Understand the difference between the UK, The British Isles and Great Britain	N/A
 **Environmental, Physical and Human Geography**				
N/A	• Identify some changes to the human geography of London following the Great Fire of London	• Use basic geographical vocabulary to describe the following physical features: Hill, river, valley, cliff, high ground, sea	• Know that the UK is a union of 4 countries: Scotland, England, Northern Ireland and Wales • Learn about the populations of each of the countries of the UK • Recognise the flags and name the languages of the	• N/A

			countries that make up the UK • Define and give examples of human and physical features. • Identify key iconic physical and human features of the 4 countries of the UK and their capital cities. • Identify daily weather patterns in the UK. • Understand that the weather is not the same everywhere in the UK. • Understand the terms settlement, urban, rural and population.	
Environmental Sustainability				
			• Understand that there are areas of natural beauty in the UK and that these need to be protected e.g. through National Parks.	• Know why it is important that we protect the word's oceans, • Understand some of the threats to the oceans e.g. plastic pollution, oils spills, over fishing
Field Work				
Sketching	**Gathering Infromation**	**Geographical Enquiry: Analysing, Interpreting and Presenting Information**		**Geographical Enquiry: Providing Conclusions and Evaluating Results**
• Create plans and draw simple features in their familiar environment	• Comment on observations about what they see and draw simple features (e.g.	Analysing and interpreting information : • Ask and answer simple questions by counting the number of objects in each		• Consider how the data was collected Who collected the data? When was it collected?

• Add labels onto a sketch map, map or photograph of feature	buildings, roads, trees) and label these diagrams • Carry out a small survey of the local area/school. Use a pro-forma to collect data e.g. tally survey • Ask geographical questions. E.g. Where is this place? What is it like to live here? How has it changed?	category and sorting the categories by quantity • Ask and answer questions about totalling and comparing categorical data • Ask and answer questions that make observations on multiple criteria E.g. when comparing the world's oceans, pupils are able to use a map to identify where the oceans are located, or read a table to establish the average temperatures [analysing] and then make comparative statements such as "the Arctic ocean is the coldest because it is furthest north." [interpreting] Presenting Information: • Construct simple pictograms, tally charts, block diagrams and simple tables E.g. after an observation of the local area where pupils have collated data in a tally chart, pupils can present this as a pictogram.	

Field Work Week – Each class participates in a local field work project during National Field Work week in the summer term
Activity: Treasure Hunt

Maps Skills

Using and Interpreting	Position and Orientation	Drawing	Symbols	Perspective and Scale	Digital Maps
• Recognise simple features on maps such as buildings, roads and fields. • Recognise that maps need a title. • Begin explaining why places are where they are.	• Beginning to use directional vocabulary. Say which direction N,S,E,W is for example, using a compass in the playground. • Know which direction N is on an Ordanence Survey map.	• Create maps using a range of media.	• Find a given Ordnance Survey symbol on a map with support. • Beginning to realise why maps need a key. • Growing awareness of map conventions.	• Draw objects to scale (for example, on table or tray using squared paper 1:1 first, then 1:2 and so on). • Know that when you 'zoom in' you see a smaller area in more detail.	• Use a measuring tool with support to show distance for example, my house to school, to the shops. • Zoom in and out of a map, draw a simple route, highlight areas & add an image to a map.

• Find and name oceans and continents on maps, significant landforms such as rivers and mountain ranges.					

Work confidently with:

- Large scale street maps and large scale
- Ordnance Survey maps (1:1250. 1:2500)
- Aerial photographs
- Games with maps and globes.

Have experience of:

- a range of different maps for example, tourist brochure, paper maps, storybook maps, Ordnance Survey digital maps at different scales, globes and atlases.

Introduce:

- simple grids,
- four cardinal points,
- basic digital mapping tools,
- zoom function of digital maps.

Context:

- focus on the local scale - home, school, neighbourhood, everyday lives (their own and others), work in the school grounds.
- global scale – world maps, globes and through story.

Vocabulary

N/A	Map Key Location Symbol City Landmark	Location Position Feature Defensive High ground Fresh water transport	Continent Country Capital Population Landmark Locate Landscape Tourist attraction Census Urban	Continent Country Ocean Atlas Globe Location Compass Direction Navigate North

			Rural Feature	South East West Europe
Inspirational Geographers				
Greta Thunberg Environmental Activist 	Sir Christopher Wren Architect and City Planner 	Walther Raleigh Elizabethan Explorer 	Iain Stewart Geologist 	Ellen McArthur Ocean Explorer  Oluwaseyi Moejoh Environmental Campaigner 

Unit Knowledge and Skills Progression Map: Geography

Key Stage 2
End of Key Stage 2 Expectations
National Curriculum Key Stage 2 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.

Year 3
End of Year Expectations
• Can they identify features on an ordinance survey map using a 4 figure grid reference? • Can they describe and explain the physical features associated with plate tectonics (mountains, volcanoes and earthquakes)? • Can they describe the impact of physical geographical features on human geography? • Can they identify and describe the features of a river and how it changes along its course? • Can they identify the different uses of a river? • Can they explain how a locality has changed over time with reference to physical features and human features? • Can they explain the location of a settlement in relation to key physical features? • Can they describe the key physical and human geographical features of South Africa? • Can they identify some impacts of apartheid on the human geography of South Africa? • Can they explain human impact on the environment and identify the consequences of this e.g. pollution? • Can they locate the world's countries? • Can they locate Europe and its countries? • Can they identify similarities and differences between a region in Europe (The Alps) and a region in the UK (The Lake District)? • Can they identify climate zones and explain how latitude influences climate? • Can they explain and identify lines of latitude and longitude, the equator, tropics, Arctic and Antarctic Circles, time zones, the Prime Meridian and day and night? • Can they use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied? • Can they use the eight points of a compass, four 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 • Can they select geographical vocabulary independently to describe and compare localities? • Can they identify that localities may have similar and different characteristics? • Can they use a range of maps to locate places and physical features? • Can they participate in simple geographical field work, record their findings and analyse their findings? • Can they 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 digital technologies?
Greater Depth
• Can they make geographical inferences through a variety of geographical sources? • Can they make links using prior knowledge and ask and answer geographical questions? • Can they identify how the features and uses of a river might change over time? • Can they identify how people interact with their environment and how these interactions can impact the environment they live in?

Unit Progression Map				
Nelson Mandela and Apartheid	**Go with the Flow: Waterways of London**	**Active Planet**	**80 Days Around the World**	**Stone Age to Iron Age**
National Curriculum Objectives				
• describe and understand key aspects of: • physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links (HPG) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)	• name and locate cities of the United Kingdom, key topographical features (rivers), and land-use patterns; and understand how some of these aspects have changed over time (LK) • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (PK) • describe and understand key aspects of: • physical geography, including: rivers • human geography, including: types of settlement and land use, economic activity including trade links (HPG) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF) • 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	• 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 (LK) • describe and understand key aspects of: • physical geography, including:, mountains, volcanoes and earthquakes • human geography, including: types of settlement and land use (HPG) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF) • 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 (GSF)	• locate the world's countries, using maps to focus on Europe (including the location of Russia) their environmental regions, key physical and human characteristics, countries, and major cities (LK) • 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) (LK) • Understand geographical similarities and differences through the study of human and physical geography of a region within a European country (PK) • Describe and understand key aspects of physical geography – climate zones (HPG) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)	• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)

	United Kingdom and the wider world (GSF) • 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 digital technologies. (GSF)		• 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 (GSF)	
National Field Work Week • 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. (GSF)				
 **Locational Knowledge**				
• Locate South Africa on a globe/ atlas, its environmental regions, key human and physical characteristics and major cities	• Locate the River Thames on a map of the UK. Name and locate the areas of England that the Thames flows through identifying key locations e.g. source, mouth • Identify land-use patterns around the River Thames; and understand how some of these aspects have changed over time	• Identify where the main mountain ranges are located in the UK and the world and the geographical features of a mountain (Mount Everest). • Identify where volcanoes are located on a world map including the "Ring of Fire ". • Locate areas of the world where earthquakes occur.	• Identify the journey Phileas Fogg took, finding the countries and cities using different maps and plotting his journey. • Identify the location of The Lake District and the Alps on maps.	• The location of Iron Age settlements and the geographical features that influence this location.
 **Place Knowledge**				
• Compare and contrast the homelands (countryside) of South Africa with the cities.	• Understand geographical similarities and differences	• Understand geographical similarities and differences by comapring geographical	• Understand geographical similarities and differences by exploring the geography of	n/a

	through studying the River Thames and its environs	features and different landscapes.	countries visited by Phileas Fogg.	
 **Environmental, Physical and Human Geography**				
• Understand how the human geography of South Africa has been impacted by apartheid • Describe the key physical and human features of South Africa including climate, population, landscape, main settlements.	• Understand how the shape of a river is always changing and how it changes the land through which it flows • Understand what happens when it floods. • Know what uses people make of rivers and how the River Thames and the Regent's Canal impact the human geography of London. • Identify changes over time in a locality (City Road Basin). • Understand the development of London as a settlement and capital city due to it's location in relation to the River Thames. • Understand the environmental impact of pollution on the River Thames and give some ways in which this can be/ has been reduced.	• Understand how mountains are formed. • Know about the different types of volcanoes, how and why they erupt and the structure of a volcano. • Know why people choose to live near volcanoes. • Know how and why earthquakes occur and the effects they have. • Know about the San Andreas Fault and the Japanese earthquake of 2011.	• Know about lines of latitude and longitude, time zones, the equator and the northern and southern hemisphere and how these relate to the journey taken by Phileas Fogg. • Know the difference between weather and climate. • Understand how climate is influenced by latitude. • Know how ocean currents impact on climate.	n/a
 **Environmental Sustainability**				
	• The impact of pollution on the River Thames and how this	•	• Consider the impact of travel on the environment and	

	has been and is being addressed.		identify the methods of transport that have the least impact on the environment.	

Field Work

Sketching	Gathering Infromation	Geographical Enquiry: Analysing, Interpreting and Presenting Information	Geographical Enquiry: Providing Conclusions and Evaluating Results
• Draw an annotated sketch from an observation including descriptive labels and indicating direction and position	• Record findings from fieldwork • Collect data using a tally survey • Use geographically numerical descriptive language • Ask geographical questions. E.g. Where is this location? What is it like to live in this location? What natural and manmade features are in this location	Analysing and interpreting information: • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables E.g. when comparing the scale of different earthquakes, pupils are able to read the magnitude/number of casualties/people displaced and make direct comparisons [analysing]. Presenting information: • Present data using bar charts, pictograms and tables E.g. When looking at population in different areas, pupils can show the population levels and state which area is most/least populous as well as comment by how much	• Link data to conclusions

Field Work Week – Each class participates in a local field work project during National Field Work week in the summer term
Activity - Then and Now - City Rd Basin (link with local history project)

Map Skills

Using and Interpreting	Position and Orientation	Drawing	Symbols	Perspective and Scale	Digital Maps
• Use atlases, maps and globes. • Use large scale maps outside. • Use maps at more than one scale. • Make and use simple route maps. • Locate photos of features on maps. • Use oblique and aerial views. • Recognise some patterns on maps and begin to explain what they show. • Give maps a title to show their purpose. • Use thematic maps. • Explain what places are like using maps at a local scale. • I recognise that contours show height and slope.	• Use simple grids. • Give direction instructions up to 8 cardinal points. • Use 4- figure coordinates to locate features. • Know that 6 figure Grid References can help you find a place more accurately than 4- figure coordinates.	• Make a map of a short route with features in correct order. • Make a map of small area with features in correct places.	• Use plan views regularly. • Give maps a key with standard symbols. • Use some Ordnance Survey style symbols.	• Use maps and aerial views to help talk about for example, views from high places. • Make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor moving onto 1cm2 = 1m2. • Use the scale bar to estimate distance. • Use the scale bar to calculate some distances. • Relate measurement on maps to outdoors (using paces or tape)	• Use the zoom function to locate places. • Use the zoom function to explore places at different scales. • Add a range of annotation labels and text to help me explain features and places. • Highlight an area on a map and measure it using the Area Measurement Tool. • Use grid references in the search function. • Use the grid reference tool to record a location. • Highlight areas within a given radius. • Add photographs to specific locations.

Work confidently with:

- Large scale street maps and large-scale Ordnance Survey maps
- (1:1250, 1:2500),
- aerial photographs,
- oblique and bird's eye views,
- games with maps and globes,
- Ordnance Survey maps 1:1250, 1:2500 and 1:10 000,

- 4-figure coordinates.

Have experience of:

- a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

Introduce:

- what 6-figure Grid References mean,
- 8 cardinal points,
- greater independence in using digital mapping tools.

Context:

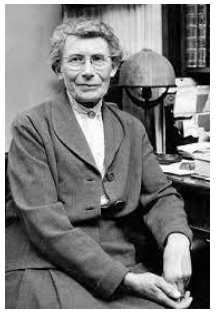
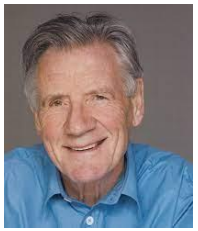
- a range of places in the wider locality and in contrasting localities,
- fieldwork in the wider locality.

Vocabulary

Continent	**River basin**	Tectonic plate	**Globe**	**Location**
Capital City	**Industry**	**boundary**	**Atlas**	**Feature**
Population	**Source**	**Crust**	**Hemisphere**	**Ariel Image**
Climate	Spring	Collide	**Latitude**	**Settlement**
Province	**Floodplain**	Fissure	**Longitude**	
Bushveld	**Mouth**	Fault line	**Meridian**	
Highveld	Channel	**Summit**	**Current**	
Plateau	Rapids	**Valley**	**Climate**	
Mountain range	Waterfall	Gorge	**Route**	
National Park	Tidal	Peak	**Terrain**	
Homelands	Meander	**Plateau**	**Area**	
Township	**Erosion**	**Altitude**	**Tourism**	
	Deposition	Magnitude	**Time zone**	
	Sediment	quake		
	High tide			

erupt					
crater					
lava					
magma					
vent					
molten					
chamber					
fertile					
epicentre					
seismic					
faultline					
focus					
tremor					

Inspirational Geographers

Ayakha Melithafa Climate Change Activist 	Dr Tim Meadows Senior Geomorphologist/ Senior Consultant Scientist at APEM 	Christopher Jackson Geologist  Inge Lehmann Seismologist and Geophysicist 	Micheal Palin Travel Documentary Maker  Karen Darke Traveller and Paralympian 	Dr. Fredrik Hiebert Archaeologist and National Geographic Fellow  Melati Wijsen Founder of Bye Bye Plastic 

Unit Knowledge and Skills Progression Map: Geography

Year 4
Year 4 End of Year Expectations
• Can they make comparisons between two localities? • Can they understand geographical similarities and differences through the study of human and physical geography of a region within North America (The Caribbean) • Can they explain what population is and identify causes of changes to population in a locality? • Can they explain causes (including push and pull factors) and consequences of migration including how it impacts on a locality? • Can they plan a journey using a range of maps and make decisions about appropriate routes? • Can they identify different views around a geographical issue and state their own view? • Can they interpret geographical data and draw conclusions from it?

• Can they explain the term population and explain differences and changes in population? • Can they interpret population data from different sources and in different formats? • Can they identify how natural physical features can impact on and interact with the human geography of a locality e.g. the River Nile in Egypt • Can they explain the water cycle? • Can they identify the location of Europe and its countries, key cities and geographical features? • Can they identify the location of the Mediterranean Sea and the Mediterranean countries and explain the geographical features of this region? • Can they explain the human and physical characteristics of Greece, compare an aspect of this with the UK (weather and climate) and identify the features that make it a popular tourist destination?
Greater Depth
• Can they ask questions, analyse a range of evidence and explain their findings based on a geographical source? • Can they identify geographical patterns and make connections?

Unit Progression Map				
Windrush	**People of London**	**Ancient Egypt**	**The Water Cycle**	**Ancient Greece**
National Curriculum Objectives				
• Locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK) • Understand geographical similarities and differences through the study of human and physical geography of a region within North America (PK) • Describe and understand key aspects of:	• Locate the world's countries, (LK) • 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 food, and water (HPG) • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities (GSK) • use fieldwork to observe, measure, record and present	• Locate the world's countries, (LK) • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including, food, and water (HPG) • Be able to use maps at a variety of scales to locate the position and geographical	• Describe and understand key aspects of the water cycle	• Locate the world's countries, using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK) • Understand geographical similarities and differences through the study of human and physical geography of a region within a European country (PK) • Describe and understand key aspects of: physical geography, including: climate zones, biomes and

physical geography, including: climate zones, biomes, rivers, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, (HPG) • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities (GSK)	the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	features of particular localities (GSK)		vegetation belts, rivers, mountains human geography, including: types of settlement and land use, economic activity including trade links (HPG) • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities (GSK)
National Field Work Week 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. (GSF)				
 **Locational Knowledge**				
• The location of the Caribbean Islands	• Locate key countries where people migrate to the UK from on a world map	• Locate Egypt and it's major cities, landmarks and the River Nile on a map		• Identify the location of Europe and its countries, key cities and geographical features • Identify the location of the Mediterranean Sea and the Mediterranean countries. • Know how to locate Greece and it's major cities and historical sites on a world map
 **Place Knowledge**				
• Explain the connections between the UK and Caribbean. • Identify similarities and differences between the	• Understand the interconnectedness of different places through the movement of people.	• Compare the importance of the Ricer Nile on the development of the Egyptian civilisation with the importance of the River		• Identify the differences and similarities bewteen the climate in the UK (temperate) and Greece (Medietarrean).

geography of the Caribbean and the UK.		Thames on the development of London.		• Understand the connection between the UK and Greece as a tourist destination.
 **Environmental, Physical and Human Geography**				
• Understand the migration of people from the Caribbean and the reasons behind it • Identify geographical features of the Caribbean Islands	• Explain what population is and identify reasons for changes in population in a locality. • Understand the migration of people and the reasons behind it including push and pull factors	• Describe the terrain and climate of Egypt • Identify features of the River Nile and understand the Nile's importance to Ancient Egypt. • Know how Ancient Egypt was part of the Fertile Crescent (Cradle of Civilisation) and the geographical features that are identified with this.	• Describe the key processes of the water cycle.	• Understand how the geography of Greece impacted on its history e.g. why it evolved as city states. • Know about main climate zones and describe the features of a Mediterranean climate. • Describe key physical and human features of the geography of Greece. • Identify the reasons that Greece is a popular tourist destination.
 **Environmental Sustainability**				
•	• Understand some of the environmental factors that influence the movement of people e.g. drought, flooding,	•	•	•
 **Field Work**				

Sketching	Gathering Infromation	Geographical Enquiry: Analysing, Interpreting and Presenting Information	Geographical Enquiry: Providing Conclusions and Evaluating Results
• Draw an annotated sketch from observation including descriptive and explanatory labels and indicating direction and position	• Collect data using a range of data collection techniques, e.g. land use, environmental quality • Ask geographical questions. E.g. What is this landscape like? What natural and man-made features are in this location? What will it be like in the future?	Analysing and interpreting information • Begin to relate the graphical representation of data to recording change over time. E.g. when using a graph that shows inward and outward migration over time, pupils can state which year was the highest/lowest and the difference between the two [analysing] and interpret causes over time that have affected this and give reasons why [interpreting]. • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs Presenting information: • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs	• Consider if there is more than one data set that leads to the same conclusion • Identify data that do not support an enquiry.

Field Work Week – Each class participates in a local field work project during National Field Work week in the summer term
Activity – Environmental Quality Index or Low Pollution Route to School

• Analyse data showing the movement of people to the UK from the Caribbean	• Interview different members of the community and family members about how they came to the UK. • Field work in Brick Lane – Bangladeshi stories walk. Identify and collect information on land use in Brick Lane. Make comparisons to historical land use in this area.		• Observe evaporation and condensation in action by using bowls of water and mirrors/glass • Investigate and calculate form available data savings to water usage that can be made. Present results in the form of a poster that displays how much water can be saved by different actions.	• Interpret weather and climate data.

	• Interpret population data including interactive maps, graphs, tables and charts • Identify different sources of data and comapre. Give reasons why data might be different.			

Map Skills

Using and Interpreting	Position and Orientation	Drawing	Symbols	Perspective and Scale	Digital Maps
• Use atlases, maps and globes. • Use large scale maps outside. • Use maps at more than one scale. • Make and use simple route maps. • Locate photos of features on maps. • Use oblique and aerial views. • Recognise some patterns on maps and begin to explain what they show. • Give maps a title to show their purpose. • Use thematic maps. • Explain what places are like using maps at a local scale. • Recognise that contours show height and slope.	• Use simple grids. • Give direction instructions up to 8 cardinal points. • Use 4- figure coordinates to locate features.	• Make a map of a short route with features in correct order. • Make a map of small area with features in correct places.	• Use plan views regularly. • Give maps a key with standard symbols. • Use some Ordnance Survey style symbols.	• Use maps and aerial views to help talk about for example, views from high places. • Use the scale bar to estimate distance. • Use the scale bar to calculate some distances. • Relate measurement on maps to outdoors (using paces or tape)	• Use the zoom function to locate places. • Use the zoom function to explore places at different scales. • Add a range of annotation labels and text to help me explain features and places. • Highlight an area on a map and measure it using the Area Measurement Tool. • Use grid references in the search function. • Use the grid reference tool to record a location. • Highlight areas within a given radius. • I can add photographs to specific locations.
Work confidently with:					

- Large scale street maps and large-scale Ordnance Survey maps
- (1:1250, 1:2500),
- aerial photographs,
- oblique and bird's eye views,
- games with maps and globes,
- Ordnance Survey maps 1:1250, 1:2500 and 1:10 000,
- 4-figure coordinates.

Have experience of:

- a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

Introduce:

- 8 cardinal points,
- greater independence in using digital mapping tools.

Context:

- a range of places in the wider locality and in contrasting localities,
- fieldwork in the wider locality.

Children will have the opportunity to participate in an orienteering activities to develop their understanding of cardinal points and co-ordinates.

Vocabulary

Population,	**Population**	**Delta**	Absorb	**European**
Independent	Dense	Oasis	liquid	Mediterranean
Dependent	Sparse	**peninsular**	**surface**	**Climate**
Climate	**Distribution**	**Fertile**	**atmosphere**	**Tourism**
Landscape	**Census**	**Floodplain**	condensation	**Landmass**
Archipelago	**Settlement**	Harvest	evaporation	**Continent**
Territories	**Migration**	**farming**	gas	**Latitude**
Colony	**Migrant**	**Crop**	groundwater	Mainland
Commonwealth	**Immigrant**	Grain	precipitation	**Peninsular**
Citizenship	asylum	Silt	runoff	**Population**
Migration	**refugee**	**Latitude**	transpiration	**Destination**
Docks	persecution	**Climate**	water vapour	**Coastline**
Plantation	**diverse**	**population**	**conservation**	**Momument**
Climate	flee	**terrain**		**Terrain**

Latitude	**push and pull factors**			**Location** indented
		Inspirational Geographers		
Patricia Noxolo Chair of the Society of Caribbean Studies 	Camilla Hawthorne Human Geographer 	Charles Tilstone Beke Geographer 	Fadji Maina Hydrologist 	Eratosthenes "Father of Geography"  Lefteris Arapakis, Greek climate activist and entrepreneur, "Young Champion of the Earth" for Europe 

Unit Knowledge and Skills Progression Map: Geography

Year 5
Year 5 End of Expectations
• Can they identify the links between human and physical geography? • Can they makes links between their own geographical location and other localities (local, national, global) with reference to human, physical and economical features and explain changes over time? • Can they name and locate countries, counties and cities of the United Kingdom? • Can they locate geographical regions in the UK and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and how land-use patterns changed over time e.g. farming in different regions, effect of industrialisation on development of cities? • Can they 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). • Can they describe the world's key climates zones, biomes and vegetation belts with detailed understanding of one climate zone (polar)? • Can they explain the difference between weather and climate? • Can they explain how latitude and the oceans currents impact climate? • Can they explain their views in relation to environmental change and geographical issues and compare these with the views of others? • Can they explain how natural resources are distributed around the world and different countries have access to different natural resources in varying amounts? • Can they identify different sources of energy and their advantages and disadvantages? • Can they explain they explain the different types of energy used in the UK and identify consumption patterns? • Can they identify types of renewable energy and the environmental impact of them? • Can they identify things that individuals can do to reduce their energy consumption and explain why this is important? • Can they pose a geographical hypothesis using various sources to draw a conclusion? • Can they identify features on an ordinance survey map using a 6 figure grid reference? • Can they participate in field work observing, measuring, recording and presenting their findings using a range of methods? • Can they give directions and instructions to 8 cardinal points? • Can they use fieldwork to observe, measure, record and present the human and physical features in the local area, selecting and using a range of methods, including sketch maps, plans and digital technologies.
Greater Depth
• Can they rank geographical information in order of importance, justifying their viewpoints and adapt thinking as new geographical information arises?

Unit Progression Map					
The Transatlantic Slave Trade	**Londinium – Roman London**	**Anglo Saxons and Vikings**	**Where We Live**	**Weather and Climate – Focus on Antarctica**	**Natural Resources**

National Curriculum Objectives					
• Locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK) • Name and locate cities of the UK, identify human and physical characteristics of places and understand how some aspects have changed over time (LK) • Describe and understand key aspects of human geography: economic activity including trade links, and the distribution of natural resources including food (HPG) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)	• Locate the world's countries, using maps to focus on Europe, countries, and major cities (LK) • Name and locate cities of the UK, identify human and physical characteristics of places and understand how some aspects have changed over time (LK) • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods (GSF) • Describe and understand key aspects of human geography including types of settlement and land use and economic activity including trade links. (HPG)	• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and understand how some of these aspects have changed over time (LK) • Describe and understand key aspects of human geography including types of settlement and land use and economic activity including trade links. (HPG) • Locate the world's countries, using maps to focus on Europe (LK)	• 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 (LK) • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom (PK) • Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of	• Locate the world's countries. (LK) • Identify the position and significance of latitude, longitude, Equator, etc (LK) • Describe and understand key aspects of physical geography – climate zones, biomes and vegetation belts human geography, including: types of settlement and land use, (HPG) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)	• Locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK) • 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 (HPG) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)

			natural resources including energy, food, minerals and water (HPG) • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF) • 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 (GSF) • 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. (GSF)		
National Field Work Week 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. (GSF)					
 **Locational Knowledge**					

• The location of the major countries involved in the Slave Trade • How to use maps to understand the slave trade routes	• The location of the Roman Empire • The location of the major Roman towns and Roman roads in Britain • The location of Roman sites in London	• Locate the countries where the Vikings, Angles, Jutes and Saxons migrated from. • Locate where the Saxons and Vikings settled in the UK • Locate where the main Anglo Saxon Kingdoms developed and identify them on a map • Locate the countries that the Vikings invaded, raided and traded with and how to locate them on a map	• Locate places and geographical features in the UK on a map using 6 figure grid references. • Locate features of the local area on maps.	• Locate and describe the features of the world's main climate zones • Locate and describe the world's major biomes. • Identify the longitude, latitude, weather, time zones and seasons of Antarctica.	• Understand the distribution of natural resources both globally and within a specific region or country studied • Locate which countries have the most natural resources • Locate cities in the UK. • Locate the distribution of energy sources in the UK
 **Place Knowledge**					
•	• Understanding why the Romans chose to come to Britain and why London developed as an important city including trade	• Understand ow place names give us clues as to who lived there.	• Make comparisons and identify similarities, differences and connections between places in the UK.	• Make comparisons between polar regions (Arctic and Antarctica) • Make comparisons between different climates and biomes.	• Examine which countries have the most natural • resources • Review which natural resources the UK has • Describe similarities and differences between two areas
 **Environmental, Physical and Human Geography**					

• The impact on human geography of the slave trade e.g. cash crops, movement of people, population change	• The impact of Roman life on the human geography of London • The influence of the physical geographical features on the growth of Londinium.	• Identify and understand push and pull factors influencing migration. • Understand some of the human geographical changes as a result of migration/ invasion e.g. settlement, trade	• Understand the human and physical geography of the UK and its 4 constituent countries including climate, topography, human land use, farming and industry and settlement. • Understand the human and physical geography of the immediate local area through undertaking a field work investigation.	• Know the difference between weather and climate. • Understand how latitude impacts climate. • Understand how the oceans currents impact climate. • Describe features of polar climates focusing on Antarctica • Understand about human interaction with Antarctica including exploration including past and current exploration and scientific investigation of Antarctica • Understand the causes and effects of climate change and the impact of this on Antarctica • Know some ways that climate change can be prevented	• Explore how the use of natural resources has increased • Examine why the use of natural resources has increased • Know that natural resources can be used to make energy • Know how energy sources are distributed in an area. • Know about different sources of energy. • Understand the benefits and drawbacks of different energy sources
Environmental Sustainability					
• n/a	• n/a	• n/a	• Look at some of the key environmental issues affecting the local area	• Understand what climate change is and the causes of climate change	• Understand the difference between renewable and non-

			and how they are being addressed.	• Identify how climate change is impacting Antarctica • Identify some of the things that can be done to prevent climate change	renewable energy sources. • Explain reasons for choosing an energy source. • To identify some positive and negative impacts of humans on the environment. • Understand some of the impacts and causes of climate change.

Field Work

Sketching	Gathering Infromation	Geographical Enquiry: Analysing, Interpreting and Presenting Information	Geographical Enquiry: Providing Conclusions and Evaluating Results
• Use sketches as evidence in an investigation • Annotate sketches to describe and explain geographical processes and pattern	• Select appropriate methods for data collection such as interviews, questionnaires, observations • Evaluate the quality of evidence collected and suggest improvements • Ask geographical questions. E.g. What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?	Analysing and interpreting information: • complete, read and interpret information in tables • solve comparison, sum and difference problems using information presented in a line graph Presenting information : • begin to decide which representations of data are most appropriate and why	• Consider the significance of data • Are there any similar trends from other sources or investigations we've studied

Field Work Week – Each class participates in a local field work project during National Field Work week in the summer term
Activity: Improving the Local Area or Pollution Study
Also links with local history study – In Our Own Backyard with LMA

Map Skills

Using and Interpreting	Position and Orientation	Drawing	Symbols	Perspective and Scale	Digital Maps
• Relate maps to each other and to vertical aerial photographs. • Follow routes on maps saying what is seen. • Use index and contents page of atlas. • Use thematic maps for specific purposes. • Appreciate different map projections. • Interpret distribution maps and use thematic maps for information • Follow a route on 1:50 000 Ordnance Survey map; • Describe and interpret relief features.	• Use 4 and 6- figure coordinates to locate features. • Give directions and instructions to 8 cardinal points. • Align a map with a route. • Use latitude and longitude in an atlas or globe	• Make sketch maps of an area using symbols and key. • Make a plan for example, garden, play park; with scale. • Draw thematic maps for example, local open spaces. • Draw scale plans.	• Use Ordnance Survey symbols. • Appreciate maps cannot show everything. • Use standard symbols • Know 1:50.000 symbols and atlas symbols.	• Use a range of viewpoints up to satellite. • Use models and maps to talk about contours and slope. • Use a scale bar • Describe height and slope using maps, fieldwork and photographs. • Read and compare map scales. • Draw measured plans for example, from field data	• FInd 6-figure grid references and check using the Grid Reference Tool. • Combine area and point markers to illustrate a theme. • Use maps at different scales to illustrate a story or issue. • Use maps to research factual information about locations and features. • Use linear and area measuring tools accurately.

Work confidently with:

- Large scale street maps and large-scale Ordnance Survey maps (1:1250.1:2500); aerial photographs, oblique and bird's eye views, games with mapsand globes, Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000.
- 1:50 000 4 and 6-figure coordinates.

Have experience:

- of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

Introduce:

- what 6 figure Grid References mean and how to calculate them.

Context:

- a range of places at different scales and with different themes,

fieldwork in the wider and distant locality.

Children will also participate in orienteering activities in the local area and as part of a residential trip/ and or on Hampstead Heath

Vocabulary

Commodity Plantation **trade** **cargo** Cash crop **trade route** profit	**Trade** **Settlement**	**Migration** **Trade** **Settle** **Settlement** **Invade** **push and pull factors**	**region** **agriculture** **contour** **industry** county dairy **peak** **economy** **capital** arable **topographic** **transport** **population** livestock **relief** **tourism** **settlement** **land use**	**climate** **latitude** **Vegetation** **atmosphere** **weather** **altitude** **biome** **climate change** **average** **zone** influence extreme **polar** agreement iceberg exploitation floe **resources** glacier researcher blizzard expedition treaty explorer	**natural resource** **renewable** solar **fossil fuel** **energy** non renewable hydro mineral **source** **demand** geo thermal emissions distribution minerals **sustainable**

Inspirational Geographers					
Frances Roberts Gregory Environnemental Sociologist 	Ptolemy Greco Roman Geographer 	<u>n/a</u>	Roger Tomlinson Primary originator of geographic information systems (GIS).  Gladys West Mathematician 	Rebecca Lee Lok Su Explorer  Robert Swan Explorer and Climate Campaigner 	Levi Draheim Youth Climate Activist  Tom Zambrano Renewable Energy Scientist 

Unit Knowledge and Skills Progression Map: Geography

Year 6
Year 6 End of Year Expectations
• Can they explain the links between human and physical geographical processes and how these may affect the future? • Can they explain a range of geographical processes and the effects on people and places? • Can they identify factors influencing population change and distribution? • Can they explain factors influencing the location of and changes to settlements? • Can they explain how different places are connected? • Can they describe key economic activity including global trade links, and the distribution of the world's natural resources including energy, food, minerals and • water? • Can they explain global trade – the factors that influence what countries import and export and the global supply chain? • Can they identify some examples of global inequalities and suggest some ways that these can be reduced? • Can they locate the world's countries, use maps to locate North and South America, identifying their environmental regions, key physical and human characteristics, countries, and major cities (focus on The USA and The Amazon Region)? • Can identify and give reasons for geographical similarities and differences in the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North America? • Can they use a range of maps to identify changes to a locality and draw conclusions as the causes of these changes? • Can they describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers and mountain ranges in North and South America (focus on the USA and Amazon Region)? • Can they describe and understand types of settlement and land use in the USA and Amazon Region? • Can they identify the key economic activities of countries in South America? • Can they describe what it is like to live in a village in the Amazon rainforest and make comparisons to their own life? • Can they explain how geographical processes can affect and change the landscape e.g. erosion, deforestation? • During fieldwork can they make careful measurements and input them into the appropriate form (eg: table, tally, graph)? • Can they explain their knowledge about some spatial patterns in physical and human geography?
Greater Depth
• Can they collect statistics about people and places from field work or research and analyse data looking for trends? • Can they interpret other people's arguments for change, analysing pros and cons

Unit Progression Map				
Civil Rights	**Victorian London**	**Going Global**	**The USA**	**The Amazon**

National Curriculum Objectives				
• Locate the world's countries, using maps to focus on North America, concentrating On countries, and major cities (LK) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)	• Locate the world's countries, (LK) • To 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 (HPG) • To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods. (GSF) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)	• Locate the world's countries, (LK) • 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, minerals and food (HPG) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF)	• Locate the world's countries, using maps to focus on Europe and North America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK) • 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 America (PK) • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources (HPG) • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (GSF) • use the eight points of a compass, four and six-figure grid references, symbols and	• Locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities (LK) • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy , minerals and food (HPG)

			key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (GSF)	
National Field Work Week 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. (GSF)				
 **Locational Knowledge**				
• Identify the location of key civil rights activities • Identify the location of the Southern slavery states	• Locate the countries in the British Empire	• Locate countries that form part of global supply chains for certain products. • Locate key global trade routes.	• Name and locate key features in the USA including states, lakes, rivers, mountains, deserts, and settlements. • Understand the distribution of population across the USA and factors that affect this pattern.	• Identify the location of South America on a world map. • Name and locate key geographical features of South America including countries, cities, mountain ranges, rivers, the Amazon basin and rainforest.
 **Place Knowledge**				
N/A	• Explore and explain the growth of London in the Victorian period using maps	• Identify reasons for the import and export of different goods to and from the UK and other countries • Know how trade connects different places.	• Understand geographical similarities and differences of different places within USA. Understand the different climatic features of California and Mississippi. • Compare an area of the USA to a region in the UK and in Europe.	• Identify the importance of the Amazon rainforest and the global influence and reliance on the Amazon region.

Environmental, Physical and Human Geography				
N/A	• Understand the impact of the development of industry and trade in Victorian times on London's geography • Identify the impact the development of the railways had on the geography of London.	• Understand what trade is and how and why it has become global. • Understand the import and export of food to the UK and where the food we buy in the supermarket comes from. • Identify how climate and natural resources of different countries impact food produced in them. • Understand the global supply chain and the multi-stop journeys different products travel before reaching our shops. • Understand products the UK exports, and which countries the UK exports the most to. • Identify the positive impact that buying fairtrade products has on communities in other countries. • Understand how physical geographical features such as climate, availability of raw materials, coastal location etc. influence and human features influence what is imported and exported • Identify how global trade affects the lives of workers in	• Understand the diversity of physical landscapes in the USA including lakes, rivers, mountains, deserts etc. • Describe and understand the location and formation of key physical features of the landscape in the USA including the Grand Canyon. • Describe the physical processes that led to the formation of the Grand Canyon. • Understand the location and features of key settlements in the USA. • Understand the impact of the environment on humans, particularly drought and floods.	• Identify the climate, terrain and vegetation of South America with a focus on the Amazon rainforest. • Understand the settlement and land use of this region. • Understand the produce and trade of South American countries.

		less economically developed countries. • Understand the impact of buying Fairtrade and non-Fairtrade products.		
 **Environmental Sustainability**				
	•	• Understand the concepts of "reduce, reuse and recycle", "food miles" and fair trade and how the consumer choices we make can have a positive or negative affect on the planet and people.	• Understand the impact of the environment on humans, particularly drought and floods.	• Identify the causes and consequences of deforestation on the region and globally.
 **Field Work**				

Sketching	**Gathering Infromation**	**Geographical Enquiry: Analysing, Interpreting and Presenting Information**	**Geographical Enquiry: Providing Conclusions and Evaluating Results**
• Use sketches as evidence in an investigation. • Select field sketching from a variety of techniques • Annotate sketches to describe and explain geographical processes and patterns. • Evaluate their sketch against set criteria and improve it	• Use digital technology to gather information over time • Ask geographical questions. E.g. What is this landscape like? How is it changing? What patterns can be seen/how has the pattern changed?	Analyse information : • calculate and interpret the mean as an average, knowing when it is appropriate to calculate a mean of a data set Presenting information: • encounter and draw graphs relating two variables, arising from their own enquiry construct pie charts and line graphs	• Select evidence from a range that is the most reliable, considering validity and bias

Field Work Week – Each class participates in a local field work project during National Field Work week in the summer term
Activity: The Whole World All in One Place
Also links with local History study – Victorian Islington

Map Skills

Using and Interpreting	Position and Orientation	Drawing	Symbols	Perspective and Scale	Digital Maps
• Relate maps to each other and to vertical aerial photographs. • Follow routes on maps saying what is seen. • Use index and contents page of atlas. • Use thematic maps for specific purposes. • Appreciate different map projections. • Interpret distribution maps and use thematic maps for information • Follow a route on 1:50 000 Ordnance Survey map; • Describe and interpret relief features.	• Use 4 and 6- figure coordinates to locate features. • Give directions and instructions to 8 cardinal points. • Align a map with a route. • Use latitude and longitude in an atlas or globe	• Make sketch maps of an area using symbols and key. • Make a plan for example, garden, play park; with scale. • Draw thematic maps for example, local open spaces. • Draw scale plans.	• Use Ordnance Survey symbols. • Appreciate maps cannot show everything. • Use standard symbols • Know 1:50.000 symbols and atlas symbols.	• Use a range of viewpoints up to satellite. • Use models and maps to talk about contours and slope. • Use a scale bar. • Describe height and slope using maps, fieldwork and photographs. • Read and compare map scales. • Draw measured plans for example, from field data	• Find 6-figure grid references and check using the Grid Reference Tool. • Combine area and point markers to illustrate a theme. • Use maps at different scales to illustrate a story or issue. • Use maps to research factual information about locations and features. • Use linear and area measuring tools accurately.

Work confidently with:

- Large scale street maps and large-scale Ordnance Survey maps (1:1250.1:2500); aerial photographs, oblique and bird's eye views, games with maps and globes, Ordnance Survey maps 1:1250, 1:2500,1:10 000, 1:25 000.
- 1:50 000 4 and 6-figure coordinates.

Have experience:

- of a range of different maps for example, tourist brochure, paper and digital maps, storybook maps, atlases, Ordnance Survey paper and digital maps at different scales, 6-figure coordinates.

Introduce:

- what 6 figure Grid References mean and how to calculate them.

Context:

- a range of places at different scales and with different themes,
- fieldwork in the wider and distant locality.

Children will participate in map reading and route finding activities using OS maps, 6 figure grid referencing and compass directions as part of their residential trip.

Vocabulary

States Southern Itinerary **Population** **distribution**	**rural** **urban** **industry** **trade** expansion **census** land use	**trade** **import** **export** **Global** **industry** **manufacture** **product** **market** **consumer** **supply chain** raw materials fair trade **source**	**state** **plain** **economy** **border** **river basin** **erosion** commerce **urban** **valley** **dense** **rural** canyon **drought** **sparse** **latitude** **tourism** **population**	**arid** geyser 	**hemisphere** **indigenous** **climate** **ecosystem** **Tropics** **primary** **biome** **species** **populous** mining **vegetation** deforestation **latitude** **settlement** **sustainable**

Inspirational Geographers

Bobby Wilson Researcher and Professor of Geography	Zonia Baber Geographer and Geologist	Ma Jun Director of IPE/ Developer of Environmental Database	John Muir Explorer, conservationist, geologist, activist	Samela Sateré-Mawé Environmental Activist

<table>
<tr>
<td>  </td>
<td> 
Caroline Bressy
Historical and Cultural Geographer
  </td>
<td> 
Richard Boamah Addai
Youth Farmer
Kuapa Kokoo Farmers Union
  </td>
<td>  </td>
<td>  </td>
</tr>
</table>