



# Curriculum Mapping and Progression Document

## Geography

# Vision for Geography

Our Geography curriculum is exciting knowledge based curriculum that enables our pupils to be curious about the area, country, city and world they live in. The curriculum is designed to inspire geographical explorers to be fascinated in the world and use their knowledge and skills to play a role in shaping its future.

## Our Geography Curriculum Will Enable Pupils to:

- Develop the ability to make sense of information
- Observe and interpret the environment
- Develop and secure Map reading
- Understand and interpret secondary data
- Communicate findings in drawings, charts and diagrams
- Develop an awareness and understanding of distant places and environments
- Build a framework of place knowledge
- Investigate major rivers, mountains and cities
- Develop an appreciation of other peoples and cultures
- Recognise the need for a just and equitable society
- Develop an understanding of spatial relationships at a range of scales
- Undertake fieldwork, enquiries and active exploration of the locality
- Explore landscapes, settlements and human activity
- Become a global citizen with multicultural understanding

## Intent

Geography at Guardian Angels school aims to inspire a life -long curiosity and fascination about the world and those who live in it. Teaching through our knowledge rich curriculum equips pupils with knowledge about diverse places, people, resources and natural and human environments, with an emphasis on children understanding how the world is connected and that they are part of a society. Together with a deep understanding of the Earth's key physical and human processes, pupils should develop their understanding of where they live and be able to compare to other places. We aim to provide an engaging and inclusive Geography curriculum that includes the relevant subject knowledge and key disciplinary concepts set out by the National Curriculum. We aim to develop and nurture our pupils to be young geographers.

# Geography in the Early Years Foundation Stage

The foundations of our Geography curriculum begin in EYFS where our children explore and learn through a balance of pupil initiated investigation and adult led learning. Our EYFS class focuses on high quality interactions and a language rich environment preparing every pupil for transition into Year 1 and the National Curriculum.

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<b>Maths</b>	<p>Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route.</p> <p>Discuss routes and locations, using words like 'in front of' and 'behind'</p>		
<b>Understanding the world</b>	<p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Use all their senses in hands-on exploration of natural materials.</p>	<p>Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different to the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>	<p>People Culture and Communities Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>The Natural World Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences</p>
<b>Topics</b>	<p><b>Autumn</b> Who is a good friend? Once upon a time</p>	<p><b>Spring</b> What happens when we are asleep? Ready, Steady, Grow</p>	<p><b>Summer</b> Are we there yet? Fun in the sun!</p>

# Key Stage 1 Geography and the National Curriculum

Year Group	Autumn	Spring	Summer
<p><b>Year 1 National Curriculum Coverage</b></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans</li> <li>• Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</li> <li>• Use world maps, globes and atlases to identify countries, continents and oceans</li> </ul>
<p><b>Year 1 Topic and lesson sequence</b></p>	<p><b><u>Spatial Sense</u></b></p> <ol style="list-style-type: none"> <li>1. Aerial Views</li> <li>2. Maps</li> <li>3. Location</li> <li>4. Compass Points</li> <li>5. What makes a good map?</li> <li>6. Drawing maps</li> </ol>	<p><b><u>The United Kingdom</u></b></p> <ol style="list-style-type: none"> <li>1. The four countries in the United Kingdom</li> <li>2. Scotland</li> <li>3. Wales</li> <li>4. Northern Ireland</li> <li>5. England</li> </ol>	<p><b><u>The Seven Continents</u></b></p> <ol style="list-style-type: none"> <li>1. The Seven Continents</li> <li>2. The Five Oceans</li> <li>3. The Equator and the poles</li> <li>4. Land around the world</li> <li>5. Europe—our continent</li> </ol>

# Key Stage 1 Geography and the National Curriculum

Year Group	Autumn	Spring	Summer
<p align="center"><b>Year 2 National Curriculum Coverage</b></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• 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.</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</li> <li>• 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</li> <li>• 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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Use basic geographical vocabulary to refer to:</li> <li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul>
<p align="center"><b>Year 2 Topic and lesson sequence</b></p>	<p align="center"><b><u>Spatial Sense</u></b></p> <ol style="list-style-type: none"> <li>1. My School Site</li> <li>2. Drawing a map of my school</li> <li>3. Maps of the local area</li> <li>4. Using maps to plan a route</li> <li>5. Identifying locations on a globe or world map</li> </ol>	<p align="center"><b><u>The British Isles</u></b></p> <ol style="list-style-type: none"> <li>1. The British Isles and England</li> <li>2. Scotland</li> <li>3. Wales</li> <li>4. Ireland</li> <li>5. A Comparison with Cape Town</li> </ol>	<p align="center"><b><u>Northern Europe</u></b></p> <ol style="list-style-type: none"> <li>1. Countries in Northern Europe</li> <li>2. Human and physical features of Northern Europe</li> <li>3. Climate in Northern Europe</li> <li>4. Animals found in Northern Europe</li> <li>5. Roald Amundsen</li> </ol>

# Key Stage 2 History and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 3 National Curriculum Coverage</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 points of a compass, 4- and 6-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</li> <li>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 in North or South America</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe; concentrating on environmental regions, key physical and human characteristics, countries, and major cities</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>
<b>Year 3 Topic and lesson sequence</b>	<p><b><u>Spatial Sense</u></b></p> <ol style="list-style-type: none"> <li>Maps, compasses and symbols</li> <li>Four and Six Figure Grid References</li> <li>Fieldwork- The Local Area</li> <li>A contrasting locality (Human Geography)</li> <li>A contrasting locality (Physical Geography)</li> </ol>	<p><b><u>Settlements</u></b></p> <ol style="list-style-type: none"> <li>Settlements</li> <li>Types of Settlements</li> <li>Urban, Rural and Suburban areas</li> <li>Population Density</li> <li>Sites and Situations of Local Settlements</li> </ol>	<p><b><u>Rivers</u></b></p> <ol style="list-style-type: none"> <li>What is a river?</li> <li>Rivers of Europe</li> <li>Rivers of Africa</li> <li>Rivers of Asia</li> <li>Rivers of Australia, South America and North America</li> </ol>	<p><b><u>The South West of England</u></b></p> <ol style="list-style-type: none"> <li>Introduction to the South West</li> <li>Coastal areas and erosion</li> <li>Landmarks and tourism</li> <li>Agriculture and climate</li> <li>Change over time</li> </ol>	<p><b><u>Western Europe</u></b></p> <ol style="list-style-type: none"> <li>Countries and Settlements in Western Europe</li> <li>Climate of Western Europe</li> <li>Trade in Western Europe- What do people make, buy and sell?</li> <li>France</li> <li>A comparison of London and Paris</li> </ol>	<p><b><u>Asia: India and China</u></b></p> <ol style="list-style-type: none"> <li>Locating India and China</li> <li>Human and Physical Geography of India</li> <li>Rivers of India</li> <li>Human and Physical Geography of China</li> <li>The Great Wall of China</li> </ol>

# Key Stage 2 History and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Year 4 National Curriculum Coverage</b></p>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time</li> <li>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</li> <li>use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world.</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>locate the world's countries, using maps to focus on Europe</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Locate the world's countries, using maps to focus on Europe</li> <li>Locate the world's countries, using maps to focus on Europe (including the location of Russia)</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>
<p><b>Year 4 Topic and lesson sequence</b></p>	<p><b><u>Spatial Sense</u></b></p> <ol style="list-style-type: none"> <li>Globes and the Tropics</li> <li>Scale</li> <li>Grid References</li> <li>Our Local Area</li> <li>Our Local Area- Changes over Time</li> </ol>	<p><b><u>Mediterranean Europe</u></b></p> <ol style="list-style-type: none"> <li>Key Places in Europe</li> <li>Climate of Mediterranean Europe</li> <li>Food and Farming</li> <li>Landscape</li> <li>Settlements</li> </ol>	<p><b><u>Eastern Europe</u></b></p> <ol style="list-style-type: none"> <li>Key Places in Eastern Europe</li> <li>Climate of Eastern Europe</li> <li>Physical Features of Eastern Europe</li> <li>Compare and Contrast Physical Features</li> <li>Compare and Contrast human features</li> </ol>	<p><b><u>London and the South East of England</u></b></p> <ol style="list-style-type: none"> <li>Introduction to the South East (Counties)</li> <li>London</li> <li>Canterbury</li> <li>Brighton</li> <li>Dover</li> </ol>	<p><b><u>Northern Ireland</u></b></p> <ol style="list-style-type: none"> <li>An Introduction to Northern Ireland</li> <li>Visiting Northern Ireland</li> <li>Northern Ireland, the Republic of Ireland and the partition</li> <li>The Giant's Causeway</li> <li>The Marble Arch Caves</li> </ol>	<p><b><u>Japan</u></b></p> <ol style="list-style-type: none"> <li>Location of Japan</li> <li>Weather and Climate in Japan</li> <li>Geographical features of Japan</li> <li>Architecture in Japan (Human Features)</li> <li>Feudal Japan</li> </ol>

# Key Stage 2 History and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 5 National Curriculum Coverage</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li> <li>Use the 8 points of a compass, 4- and 6-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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>to 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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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, graphs and digital technologies</li> </ul>
<b>Year 5 Topic and lesson sequence</b>	<p><b><u>Spatial Sense</u></b></p> <ol style="list-style-type: none"> <li>Maps: dividing the world into sections.</li> <li>Eastern and Western hemispheres</li> <li>Maps: using co-ordinates to locate places.</li> <li>Maps: drawn to different scales.</li> <li>Relief maps</li> </ol>	<p><b><u>Mountains</u></b></p> <ol style="list-style-type: none"> <li>Mountains</li> <li>The Alps</li> <li>The High Peaks of the Himalayas</li> <li>American Mountains</li> <li>African Mountains</li> </ol>	<p><b><u>East Anglia, Yorkshire and The Midlands</u></b></p> <ol style="list-style-type: none"> <li>East Anglia – Physical Geography</li> <li>East Anglia- Land Use</li> <li>The Midlands – Settlements</li> <li>Yorkshire and Humberside – Physical Geography</li> <li>Yorkshire and Humberside – Human Geography</li> </ol>	<p><b><u>Australia</u></b></p> <ol style="list-style-type: none"> <li>Australia- location and physical geography</li> <li>The history of Australia</li> <li>Settlements</li> <li>Climate</li> <li>Biodiversity</li> </ol>	<p><b><u>New Zealand and the South Pacific</u></b></p> <ol style="list-style-type: none"> <li>New Zealand and the South Pacific- location and physical geography</li> <li>The history of New Zealand- The Maori</li> <li>Earthquakes</li> <li>Climate, biomes and animals</li> <li>South Pacific Islands</li> </ol>	<p><b><u>Local Study</u></b></p> <ol style="list-style-type: none"> <li>Geography of the local area</li> <li>Sketch Maps (Fieldwork)</li> <li>Local Issues</li> <li>Data Collection (Fieldwork)</li> <li>Graphing data</li> </ol>

# Key Stage 2 History and the National Curriculum

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 6 National Curriculum Coverage</b>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics</li> <li>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.</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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 6</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>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</li> </ul>	<p>Pupils should be taught about:</p> <ul style="list-style-type: none"> <li>understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time</li> </ul>
<b>Year 6 Topic and lesson sequence</b>	<p><b><u>Spatial Sense</u></b></p> <ol style="list-style-type: none"> <li>Latitude and Longitude</li> <li>The Arctic and Antarctic Circles</li> <li>Time Zones</li> <li>Map Projection</li> <li>Maps of the World</li> </ol>	<p><b><u>British Geography</u></b></p> <ol style="list-style-type: none"> <li>Air Pollution</li> <li>Climate Change</li> <li>Waste</li> <li>Litter</li> <li>Local context</li> </ol>	<p><b><u>North America</u></b></p> <ol style="list-style-type: none"> <li>The Countries of North America</li> <li>Environmental Regions of North America</li> <li>Rivers in North America</li> <li>Cities in North America</li> <li>Comparison of The UK and a region of North America</li> </ol>	<p><b><u>South America</u></b></p> <ol style="list-style-type: none"> <li>An Introduction to World War Two</li> <li>The Battle of Britain</li> <li>Bletchley Park</li> <li>The Holocaust</li> <li>The Home Front</li> </ol>	<p><b><u>Africa</u></b></p> <ol style="list-style-type: none"> <li>The Continent of Africa</li> <li>Past civilisations and empires – Mansa Musa</li> <li>The Sahara Desert and Desertification</li> <li>Food Security</li> <li>Kenya</li> </ol>	<p><b><u>Globalisation</u></b></p> <ol style="list-style-type: none"> <li>What is globalisation?</li> <li>Economic Globalisation</li> <li>Political Globalisation</li> <li>Social Globalisation</li> <li>Globalisation; a global force for good?</li> </ol>

# Early Years Foundation Stage Skills Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<ul style="list-style-type: none"> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Remembers and talks about significant events in their own experiences.</li> <li>• Say how others are the same or different to them.</li> <li>• Understand that different people have different beliefs, attitudes, customs and traditions and why it is important to treat them with respect.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</li> <li>• The way that people lived in the past is not the same as the way that we live now. There have been changes to schools, play activities, toys, food, transport and clothes.</li> <li>• Explore and talk about pictures, stories and information books on the theme of royalty.</li> <li>• Kings and queens are known as royalty. Some kings and queens are real people and some are characters in stories.</li> <li>• Explore the natural world around them and give simple descriptions, following observation, of changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Stories, books and pictures are used to help people to find out about people and events from the past.</li> <li>• Talk about the different occupations that familiar adults and members of their community</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some similarities and differences between things in the past and the present.</li> <li>• Describe some ways that plants or animals should be cared for in order for them to survive.</li> <li>• I Make and use simple maps in their play to represent places and journeys, real and imagined.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe some similarities and differences between things in the past and the present.</li> <li>• Explore and discuss similarities between aspects of their life and life in the past, using books, stories and pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about places that they have been to or seen in photographs. Play with globes, observe maps and listen to stories to develop an awareness of other places in the world.</li> <li>• The ocean is the body of salt water that covers over two thirds of the Earth's surface.</li> <li>• Begin to collect simple geographical data during fieldwork activities.</li> <li>• Begin to notice and talk about the different places around the world, including oceans and seas.</li> <li>• To understand globes and maps can show us the location of different places around the world.</li> <li>• Describe how the weather, plants and animals of one place is different to another using simple geographical terms.</li> <li>• Using books, stories and pictures, know the way that people lived in the past is not the same as the way that we live now</li> </ul>

# Skills Progression in Geography

Year Group	Locational and Place knowledge	Human and Physical Geography	Geographical Skills: Enquiry and Investigation	Geographical Skills: Fieldwork	Geographical Skills: Interpret a Range of Sources of Geographical Information	Geographical Skills: Communicate Geographical Information
Year 1	<ul style="list-style-type: none"> <li>The children can locate places on a map of the local area using locational and directional language.</li> <li>The children can use aerial photos to identify features of a locality. (E.g. look at an aerial map of school)</li> <li>The child knows and understands what is near and what is far.</li> <li>The child can understand and read a plan of the classroom.</li> <li>The child understands a map of the local area.</li> <li>The child can recall a journey and put landmarks in sequence</li> <li>Can identify a range of human environments, such as the local area and contrasting settlements, and describe them and some of the activities that occur there using key vocabulary.</li> <li>The children can name and locate the world's seven continents and five oceans</li> <li>The children can recognise a natural environment and describe it using key vocabulary</li> <li>Use world maps, atlases and globes to identify countries, continents and oceans • use simple fieldwork and observational skills. The children can understand that some of these continents have significant hot and/or cold areas</li> </ul>	<ul style="list-style-type: none"> <li>The children can describe an aspect of the physical and human geography of a distant place using basic geographical vocabulary.</li> <li>The children know about the local area and name key landmarks, e.g. the nearest local green space. (E.g. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.)</li> <li>The children can learn about the human and physical geography of a small area of a non - European country</li> <li>The children begin to know about the local area and name key landmarks, e.g. the nearest local green space. (E.g. From a vocabulary list of features of the local area, identify which are human or physical. Describe these features.)</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer basic geographical questions.</li> <li>Enquire and investigate what is near school and understand locations that are nearest to our locality and furthest.</li> <li>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</li> <li>Investigate different types of weather and changes around us.</li> </ul>	<ul style="list-style-type: none"> <li>The children will use simple fieldwork and observational skills in the school, its grounds and surroundings.</li> <li>The children can make observations about, and describe, the local area and the nearest local green space.</li> <li>The children can show awareness of their locality and identify one or two ways it is different and similar to the distant place. (E.g. comparing their locality to far away from their school)</li> <li>The child can identify seasonal and daily weather patterns in the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>The children can begin to use a world map, atlas or globe to recognise and name some continents and oceans. (looking at the seven continents and 5 oceans)</li> <li>The children understand that symbols on maps mean something.</li> <li>The children can draw a simple map.</li> <li>The children can show awareness that the weather may vary in different parts of the UK and in different parts of the world.</li> </ul>	<ul style="list-style-type: none"> <li>The children can talk about a natural environment, naming its features using some key vocabulary.</li> <li>The children can talk about the day-to-day weather and some of the features of the seasons in their locality.</li> <li>The children can use specific place knowledge to describe the habitat of a significant animal.</li> </ul>

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Year 2	<ul style="list-style-type: none"> <li>The child can know about the local area, and name and locate key landmarks</li> <li>The child can name and locate the seven continents and five oceans on a globe or atlas.</li> <li>The child can name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. (E.g. Using information about food from different parts of the UK,</li> <li>The child can identify the key characteristics of the capital cities in the UK and begin to name capital cities in Northern Europe</li> <li>The child can compare and contrast different locations using place knowledge both in the UK and Northern Europe.</li> </ul>	<ul style="list-style-type: none"> <li>The child can identify a range of human environments, such as the local area and contrasting settlements (British Isles and Cape Town), and describe them and some of the activities that occur there using key vocabulary.</li> <li>The child can describe the physical and human geography of Northern Europe. The child can then describe their locality and how it is different and similar to the distant place.</li> <li>The child can independently use aerial photos to identify physical and human features of a locality.</li> <li>The child can make observations about, and describe, the local area and its physical and human geography.</li> <li>The child can make comparisons between landscapes within the UK and compare to Cape Town and countries in Northern Europe.</li> <li>The child can make observations about, and describe, the local area and its physical and human geography.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer simple geographical questions when investigating different places and environments.</li> <li>To be able to investigate and compare the characteristics of the different cities in the UK. and Northern Europe</li> <li>To investigate and enquire what animals are found in Northern Europe.</li> <li>Investigate specific landmarks of countries around the world and how this compares to Cape Town.</li> <li>Ask and answer simple geographical questions when investigating different places and environments.</li> </ul>	<ul style="list-style-type: none"> <li>The child can locate features of the school grounds on a base map and draw a map of the school site.</li> <li>The child can identify different shops and recreation sites within local area.</li> <li>The children will use simple fieldwork and observational skills in the local school area to plan simple routes</li> </ul>	<ul style="list-style-type: none"> <li>The child can use a world map, atlas or globe to name and locate the seven continents and five oceans within all units of work taught throughout the year.</li> <li>The child can draw a simple map independently with a basic key of places showing landmarks.</li> <li>The child can use an atlas to name and locate on a map the four countries and capital cities of the United Kingdom.</li> <li>The child can identify on a globe or world map the equator and key locations</li> </ul>	<ul style="list-style-type: none"> <li>The child can describe a journey on a map of the local area using simple compass directions and locational and directional language.</li> <li>The child can recognise a natural environment and describe it using key vocabulary.</li> <li>The child can understand securely and use a wider range of time terms. E.g. Use some common words and phrases relating to the passage of time, such as 'nowadays', 'in the past', 'previously'.</li> <li>The child can make observations about, and describe, the local area and its physical and human geography.</li> <li>The child can name some of the animals found in Northern Europe and describe its climate.</li> </ul>

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Year 3	<ul style="list-style-type: none"> <li>Building on prior learning in Year 2 the child is able to locate and understand different regions within the UK and the contrasting locality - San Francisco</li> <li>The child can recognise that some regions are different from others.</li> <li>The child can identify and sequence a range of settlement sizes from a village to a city.</li> <li>he child can describe the characteristics of settlements with different functions, e.g. coastal towns</li> <li>The children can understand the different ways land can be used in the UK and south west.</li> <li>The children can compare land uses through time as well as across region</li> </ul>	<ul style="list-style-type: none"> <li>The child is able to locate key physical geographical regions in the UK.</li> <li>The child is able to identify the key physical and human geography of a region. (UK Landscapes)</li> <li>The child can identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city.</li> <li>The child can understand the basic physical and human geography of the UK and its contrasting human and physical environments.</li> <li>Understands why people choose to live by a river</li> <li>The child can use aerial photos to identify a range of physical and human features of a locality region building on prior knowledge of the UK.</li> <li>The child can use aerial photos to identify a range of physical and human features linked to coastal regions.</li> <li>Explain how land use has changed over time.</li> <li>Understands that water evaporates from oceans, seas, lakes and the ground and understands the water condenses as clouds.</li> <li>Appreciate how and why rain falls from clouds. .</li> <li>Understands that rainwater forms streams and rivers.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and investigate some geographical questions when investigating different places and environments.</li> <li>To enquire whether you can have a varied coastline in a specific region of the UK</li> <li>Follow the River Thames on a map from source to mouth.</li> <li>Identify a range of rural river features, including settlements.</li> <li>Identify a range of urban river features, including settlements.</li> </ul>	<ul style="list-style-type: none"> <li>The children will visit a coastal area to see the advantages and disadvantages of living by the coast. In doing so embed their understanding about settlement development near rivers and coasts.</li> <li>The children will investigate the main uses of land in their local area.</li> </ul>	<ul style="list-style-type: none"> <li>The child can recognise features and some activities that occur in different settlements using a range of key vocabulary.</li> <li>The child can recognise the main land uses within urban areas and the key characteristics of rural areas.</li> <li>The child can use a range of maps and satellite images to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>The child can use an atlas and maps to locate physical regions within the UK.</li> <li>The child can use an atlas to locate the UK and locate some major urban areas; locate where they live in the UK</li> <li>The child can use an atlas to locate rivers and coastlines.</li> </ul>	<ul style="list-style-type: none"> <li>The child can describe how some physical processes can cause hazards to people.</li> <li>The child can explain why some regions are different from others.</li> <li>The child can use appropriate geographical vocabulary to describe significant human and physical coastal features. • The child can describe where the UK is located, and name and locate some major urban areas; locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties in Western Europe.</li> <li>The child can describe a journey on a map of the local area locating features and landmarks seen on the journey.</li> <li>The child can describe the importance of rivers and coasts and the impact on settlement. •</li> <li>Name some localities around the coast of the UK, and the activities that occur in them.</li> <li>Understand the basic physical and human geography of the UK and its contrasting human and physical environments.</li> </ul>

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Year 4	<ul style="list-style-type: none"> <li>The child is able to locate countries within Europe and some capital cities and rivers.</li> <li>The child can describe some advantages and disadvantages of living in hazard-prone areas.</li> <li>The child can understand how physical processes can cause hazards to people.</li> <li>The child can identify some countries in Europe;</li> <li>The child can identify important physical features of an area of Europe.</li> <li>The child can highlight the human geography of an area of Europe.</li> <li>The child is able to locate countries within Mediterranean and Eastern Europe and some capital cities and rivers.</li> <li>The child can describe where rainfall goes when it falls to Earth.</li> <li>The child understands that rainwater forms streams and rivers</li> <li>The child understands that water evaporates from oceans, seas, lakes and the ground.</li> <li>The child understand that water condenses as clouds.</li> <li>The child appreciates how and why rain falls from clouds.</li> <li>he child can identify a range of rural river features, including settlements.</li> <li>The child can identify a range of urban river features, including settlements.</li> </ul>	<ul style="list-style-type: none"> <li>The child can use physical and political maps to describe key physical and human characteristics of regions of Europe.</li> <li>The child can understand how the human and physical characteristics of one region in Europe are connected and make it special. (E.g. Using photos, information sheets and Google Earth, record information. Compare cities, drawing out human and physical characteristics. Identify differences and similarities.)</li> </ul>	<ul style="list-style-type: none"> <li>Ask and investigate geographical questions when investigating different places and environments</li> <li>The child can investigate why people choose to live near volcanoes and is there a way of making life safer?</li> <li>The child investigates key landscapes and features within Europe.</li> <li>Investigate how specific landmarks within Europe in depth study impact on the region.</li> </ul>	<ul style="list-style-type: none"> <li>The child can present information gathered in fieldwork using simple graphs.</li> <li>The child can, in a group, carry out fieldwork in the local area selecting appropriate techniques.</li> </ul>	<ul style="list-style-type: none"> <li>The child can use a map or atlas to locate some countries, cities, rivers and mountain ranges in Europe</li> <li>The child can use four-figure grid references.</li> <li>The child can give direction instructions up to eight compass points.</li> <li>The child can adeptly use large-scale maps outside. (E.g. Follow a local river downstream on an OS map. Identify human and physical features along the river's course and record these with grid references.)</li> <li>The child can make a map of a short route with features in the correct order and in the correct places.</li> <li>The child can use the zoom function of a digital map to locate places</li> </ul>	<ul style="list-style-type: none"> <li>The child can know and share information about a European region and Japan</li> <li>The child can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</li> <li>The child can describe the The Giant's Causeway and The Marble Arch Caves</li> <li>The child can use simple geographical vocabulary to describe significant physical features and talk about how they change.</li> <li>The child can describe some key physical processes and the resulting landscape features,</li> <li>The child can use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. (E.g. Using Google Earth, atlases and images, research several major cities in Europe and identify how they are different and similar.) they make comparisons between London and the South East</li> </ul>

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Year 5	<ul style="list-style-type: none"> <li>The child can identify the position of the Equator, Northern Hemisphere and Southern Hemisphere and understand the significance of the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian</li> <li>The child can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</li> <li>The child can understand how human activity is influenced by climate and weather.</li> <li>The child can locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.</li> <li>The children can locate Australia and New Zealand and understand the climate and biodiversity of these regions.</li> </ul>	<ul style="list-style-type: none"> <li>The child can use physical and political maps, atlases, and computer mapping to describe some key physical and human characteristics.</li> <li>The child can use digital maps to identify human and physical features. (E.g. Using photos, information sheets and Google Earth, record information about one city in Australia and one in New Zealand and their surrounding areas. Compare these cities, drawing out human and physical characteristics. Identify differences and similarities.)</li> <li>The child can 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.</li> <li>The child can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and investigate geographical questions when investigating different places and environments and use geographical vocabulary when explaining their findings.</li> <li>To investigate the advantages and disadvantages of tourism and enquire whether tourism is important or not.</li> </ul>	<ul style="list-style-type: none"> <li>The child will compare and contrast the UK geography including East Anglia, The Midlands and Yorkshire looking at the physical geography</li> </ul>	<ul style="list-style-type: none"> <li>The child can use four-figure, and find six-figure, grid references.</li> <li>The child can use globes and atlases to locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. (The child can use OS map symbols and atlas symbols.</li> <li>The child can use maps at different scales.</li> <li>The child can make a sketch map with symbols.</li> <li>The child can use globes and atlases to locate places studied in relation to the Equator, latitude and longitude and time zones</li> </ul>	<ul style="list-style-type: none"> <li>The child can know and share information about a region in Australia and understand why particular regions are unique.</li> <li>The child can describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts</li> <li>The child can know and share information about mountains including the Himalayas and American Mountains</li> </ul>

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Year 6	<ul style="list-style-type: none"> <li>The child can understand that climate and vegetation are connected in an example of a biome, e.g. the tropical rainforest Amazon focus. The child can identify an important environmental issue.</li> <li>The child can locate most countries in South America using an atlas. • The child can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time linking to our world will change in the future.</li> <li>The child can locate cities, countries and regions of Europe and North and South America on physical and political maps.</li> <li>The child can understand how climate and vegetation are connected in biomes, e.g. the tropical rainforest and the desert. – What is life like in the Amazon?</li> <li>The child can understand where our energy and natural resources come from.</li> <li>The child knows information about a region of Europe and South America, its physical environment and climate, and economic activity.</li> <li>The child understands the different types of industry, housing and employment currently available in the local area and how they have changed over time.</li> <li>The child understands that community needs may change in future, and that this will affect local industry and employment opportunities. The child understands that the location of amenities and public services in communities is important.</li> </ul>	<ul style="list-style-type: none"> <li>The child can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change.</li> <li>The child can locate and describe several contrasting physical environments. (E.g. Use a copy of a map of the British Isles and locate and label the main British rivers. Add the names of settlements at the mouth of the rivers. Locate and label the mountains/hills where the source of these rivers is found.)</li> <li>The child is able to identify physical and human features of the Amazon and describe the impact of human influence.</li> <li>The child has clear understanding of physical and human features linked to climate change and how our world is changing.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and investigate independently geographical questions when investigating different places and environments and use geographical vocabulary when explaining their findings.</li> <li>To investigate how life in the Amazon is changing and explore whether it can be protected. •To understand the health of our planet and investigate whether there are any possible solutions.</li> <li>To plan and investigate fieldwork to be able to answer what, in our region, should we preserve for the future?</li> </ul>	<ul style="list-style-type: none"> <li>The children will undertake fieldwork and research looking at air pollution, climate change, waste and litter and the effect these are having in a local context</li> </ul>	<ul style="list-style-type: none"> <li>The child is able to use the eight points of a compass, four- and six-figure grid references. The child can read and compare map scales. (E.g. Use a large-scale OS map of the local area to annotate with photographs and information about a local issue.)</li> <li>The child can make sketch maps of areas using symbols, a key and a scale.</li> <li>The child can use digital maps to investigate features of an area.</li> <li>The child can explain how developments can be sustainable</li> </ul>	<ul style="list-style-type: none"> <li>The child can describe and understand a range of key physical processes and the resulting landscape features.</li> <li>The child can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected. •</li> <li>The child can describe height and slope from a map when identifying physical features.</li> <li>The child can explain how the types of industry in the area have changed over time, and how industry will look in the future.</li> <li>The child can describe some renewable and non-renewable energy sources.</li> <li>The child can explain why the design of communities can help or hinder relations.</li> </ul>