Archbishop Cranmer C of E Primary Academy
Geography Curriculum

Curriculum Expectations:

Level Expected at the End of EYFS	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Understanding the World (People, Culture and Communities) 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. **Understanding the World (The Natural World)** 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.	**Locational Knowledge -** Pupils should be taught to: • 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 -** Pupils should be taught 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. **Human and Physical Geography -** Pupils should be taught to: • 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 -** Pupils should be taught to: • 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;	**Locational Knowledge -** Pupils should be taught to: • 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 -** Pupils should be taught to: • 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 -** Pupils should be taught to: • 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 -** Pupils should be taught to: • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;

	• 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.	• 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.

The National Curriculum for Geography aims to ensure that all pupils by the end of Year 6 will:

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

At Archbishop Cranmer, we follow Kapow Primary's Geography scheme of work as the foundation to our curriculum planning. This scheme, written by experts, aims to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our scheme of work, we hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

We aim for:

• A strong focus on developing both geographical skills and knowledge.
• Critical thinking, with the ability to ask perceptive questions, explain and analyse evidence.
• The development of fieldwork skills across each year group.
• A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
• A growing understanding of geographical terms and vocabulary.

Implementation

We have a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, is reviewed in each unit to consolidate children's understanding of key concepts, such as scale and place. Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Each unit also contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible.

Lessons are designed to be varied, engaging and hands-on, allowing children to experience the different aspects of geographical enquiry. Lessons are planned to be accessed by all pupils and opportunities to stretch pupils' learning are built in. Knowledge organisers for each unit support pupils in building a foundation of factual knowledge by encouraging recall of key facts, concepts and vocabulary.

Geography at Archbishop Cranmer is taught within a combined long term plan alongside History. Pupils complete a unit of Geography once per term which ensures full curriculum coverage of both subjects. Our embedded Culture of Opportunity ensures opportunities are planned for Geography throughout the academic year, including visits, visitors and cross-curricular outcomes within other subjects

Impact

The expected impact of our Geography scheme of work is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the end of key stage expectations outlined in the National curriculum for Geography.

Impact is constantly monitored through both formative and summative assessment opportunities. Stickers containing the Up2 (learning objective) and Go4 (steps to success) are used within individual lessons to provide ongoing formative assessment of pupil outcomes. Verbal feedback and opportunities for rich discussion in every lesson will also provide teachers with informative assessment for learning opportunities to adapt and monitor learning outcomes.

Furthermore, each unit has a skill catcher and knowledge assessment quiz which can be used at the end of the unit to provide a summative assessment.

Archbishop Cranmer C of E Primary Academy
Geography unit overview

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
EYFS Ongoing – Changing Seasons - Know some changes in the natural world such as the changing seasons.	What is our Local Area like? Exploring Maps Know the name of the village our school is in. Know the name of the village/area they live in. Know that they live in England. Simple Map drawing- features of Aslockton, walking to church, walking to the post box.	Where do penguins live? What is it like in the Artic and Antarctic? Know some environments that are different to the ones they live in. Cold places – Lost and Found Story Autumnal Workshop – Changing seasons	Different Cultures – What is it like to live in Hong Kong? How is Chinese New Year celebrated? Know some similarities and differences between life in this country and life in other countries.	Where do I live? Can I write a letter to post to myself? Drawing Maps from home to school – The Jolly Postman Spring Workshops – Easter- Chicks – Signs of Spring – Natural World	Changing Seasons – Outdoor Adventures Know some changes in the natural world such as the changing seasons.	Mini Beasts – Exploring little creatures in the natural environment. Making Animal Homes
Year 1	What is it like here?	How am I making History?	What is the weather like in the UK?	What were toys like in the past?	What is it like to live in Shanghai?	How have explorers changed the world?
Year 2	How was school different in the past?	Would you prefer to live in a hot or a cold place?	Why is our world wonderful?	How did we learn to fly?	What is a monarch?	What is it like to live by the coast?
Year 3	Would you prefer to live in the Stone Age, Iron Age or Bronze Age?	Why do people live near volcanoes?	What did the Ancient Egyptians believe?	Who lives in Antarctica?	Why did the Romans settle in Britain?	Are all settlements the same?
Year 4	Where does our food come from?	How have children's lives changed?	How hard was it to settle in Britain?	Why are rainforests important to us?	What are rivers and how are they used?	Were the Vikings raiders, traders or settlers?
Year 5	What was life like in Tudor England?	Why do oceans matter?	How did the Maya civilization compare to the Anglo-Saxons?	Would you like to live in the desert?	What did the Greeks ever do for us?	What is life like in the alps?
Year 6	What was the impact of WWII in the people of Britain?	Why does population change?	Who should go on the £10 note?	Where does our energy come from?	What does the census tell us about our local area?	Can I carry out an independent fieldwork enquiry?

History units Geography units

Archbishop Cranmer C of E Primary Academy Geography Long Term Plan and Skills Progression	Whole School

Locational Knowledge - Progression of Knowledge				
EYFS	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond). To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill,	To know the name of the two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean) To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of	To be able to name the seven continents of the world. To be able to name the five oceans of the world. To know that a sea is a body of water that is smaller than an ocean. To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.	To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar). To know that biomes are areas of world with similar climates, vegetation and animals.	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK.

field, building, road, house, old).	four countries and their names. To know the name of the country they live in.		To know the world's biomes. To know vegetation belts are areas of the world which are home to similar plant species.* To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use. To know some types of settlement.* To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that	To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.

			determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	

Locational Knowledge - Progression of Skills				
EYFS	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
Identifying land and water on a map or globe. Making observations	Locating two of the world's seven continents on a world map. Locating two of the world's oceans (Atlantic	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map.	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied.

about the characteristics of places (in stories, photographs or in the school grounds/local area).	Ocean and Pacific Ocean) on a world map. Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city.	Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas and oceans of the UK on a map of this area. Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.	Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features.	Locating key physical features in countries studied on a map . Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using

			Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features. Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	longitude and latitude when referencing location in an atlas or on a globe.

Locational Knowledge - Progression of Vocabulary						
EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**

Even if used inaccurately: World Village Sea Ocean Lake Pond Field	**What is it like here?** Place Continent Country Europe **What is the weather like in the UK?** England Scotland Wales Northern Ireland United Kingdom (UK) **What is it like to live in Shanghai?** Asia China Shanghai	**Would you prefer to live in a hot or cold place?** Africa North America South America Antarctica Oceania Equator North Pole South Pole Kenya **Why is our world wonderful?** Atlantic Ocean Indian Ocean Southern Ocean Pacific Ocean Arctic Ocean London Edinburgh Cardiff Belfast Ben Nevis Lake Windermere Mount Snowdon capital city **What is it like to live by the coast?** Weymouth Jurassic Coast Pembrokeshire Orkney Islands Giant's Causeway	**Why do people live near volcanoes?** Italy climate zones *polar* *temperate* *arid* *tropical* *mediterranean* *mountains* Earth Mount Kilimanjaro The Andes The Himalayas The Rockies The Alps Mount Etna Lines of latitude/longitude **Who lives in Antarctica?** Tropic of Capricorn Tropic of Cancer Northern Hemisphere Southern Hemisphere Arctic Circle Antarctic Circle South Georgia Mount Erebus	Why are rainforests **important to us?** biomes *Savannah* *Tropical rainforest* *Temperate deciduous forest* *Boreal forest* *Desert* *Tundra* Amazon rainforest Brazil Manaus **Where does our food come from?** Côte d'Ivoire West Africa **What are rivers and how are they used?** River Severn River Thames River Trent River Great Ouse River Wye River Mississippi. River Amazon River Nile River Danube River Yangtze River Murray	**What is life like in the alps?** The Alps France Monaco Switzerland Liechtenstein Austria Germany Slovenia **Why do oceans matter?** Great Barrier Reef Australia Japan South Korea USA Thailand India **Would you like to live in the desert?** Mojave Desert Death Valley Gobi Desert Oleshky Sands Sahara Desert Chihuahuan Desert Patagonian Desert Antarctic Polar Desert Great Victoria Desert Nevada	**Why does population change?** Singapore Hong Kong Bangladesh Greenland Iceland Canada Oman Bulgaria **Where does our energy come from?** Port of Blyth Midland, Texas Cities of the UK *Glasgow Liverpool* *Bristol* *Newcastle* *Southampton* *Plymouth* *Leeds*

		Flamborough Head North Sea English Channel The Irish Sea	**Are all settlements the same?** New Delhi settlement county region local country border		Utah Arizona Atacama Desert Prime/Greenwich Meridian	

Place Knowledge - Progression of Knowledge				
EYFS	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
To know that places within this country can differ from each other. To know that there are differences between places in this country and places in other countries.	To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	To know some similarities and differences between their local area and a contrasting non European country.	To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.	To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.

Place Knowledge - Progression of Skills				
EYFS	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
Discussing how environments in stories and images are different to the environment they live in.	Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.	Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.

Human and Physical Geography - Progression of Knowledge				
EYFS	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.	To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time.	To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the	To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river.	To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts.

To know some of the key characteristics of each season. To know that there are four seasons in a year which are marked by the weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. To know that physical features means any feature of an area that is on the Earth naturally. To know that human features means any feature of an area that was made or built by humans.	Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time.	To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow. To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways.	To know why the ocean is important. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.

		To know some key human features of the UK.	To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.	

Human and Physical Geography - Progression of Skills				
EYFS	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the	Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality.	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in	Mapping and labeling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change.

world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*	Confidently using the vocabulary 'season' and 'weather'. Recognising some physical features in their locality. Recognising some human features in their locality.	relation to the Equator and the North and South poles. Describing the key physical features of a coast using subject specific vocabulary. Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary	Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways. Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.	Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.

Human and Physical Georgaphy - Progression of Vocabulary							
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Human	Even if used inaccurately: Road Building Village Country bent big car park house	**What is it like here?** Village Town City **What is it like to live in Shanghai?** Port Harbour Skyscraper Metro Transport	**Would you prefer to live in a hot or cold place?** Urban rural **What is it like to live by the coast?** Aquarium Tourist	**Why do people live near volcanoes?** geothermal energy man-made rock **Who lives in Antarctica?** Treaty **Are all settlements the same?** linear nucleated dispersed recreational land agricultural land residential land commercial land place of worship monument memorial facilities	**Why are rainforests important to us?** indigenous peoples deforestation Community logging mining **Where does our food come from?** food miles import export distribution produce waste consume fertilisers pesticides greengrocer butcher trade product cooperative responsible trade seasonal food	**What is life like in the Alps?** population **Why do oceans matter?** coral bleaching microplastics acidification overfishing Marine Protected Area single-use plastic re-purpose plastic pollution disposable policy biodegradable **Would you like to live in the desert?** Airstrip national park nature reserve tourist attraction military ranching agriculture desertification flash flood	**Why does population change?** densely populated sparsely populated population density population distribution birth rate death rate natural increase migration refugee push factors pull factors voluntary involuntary air pollution noise pollution **Where does our energy come from?** energy source hydropower wind power solar power nuclear power biofuel non-renewable dam replenished consumption producer headquarters

					air freight grant packaging bakery food bank allotment **What are rivers and how are they used?** irrigation leisure supply		offshore onshore
Physical	Even if used inaccurately: Lake Pond Sea Ocean acorn autumn bark bright colour dark dry feather feel flower freezing frosty field	**What is it like here?** Land Lake River Ocean Sea **What is the weather like in the UK?** Weather Season Climate **What is it like to live in Shanghai?** Desert	**Would you prefer to live in a hot or cold place?** pack ice ice sheet arid savannah vegetation grasslands rainforest polar mild temperate **Why is our world wonderful?** habitat **What is it like to live by the coast?** arch bay coast	**Why do people live near volcanoes?** inner core outer core mantle crust tectonic plate plate boundary volcano *shield* *composite* *active* *dormant* *extinct* mountain *fault block* *fold* *volcanic* magma magma chamber vent	**Why are rainforests important to us?** vegetation belts forest floor understory layer canopy layer emergent layer drought buttress roots lianas **What are rivers and how are they used?** Condensation Evaporation groundwater percolation precipitation transpiration	**What is life like in the Alps?** mountain range temperate deciduous forest coniferous trees deciduous trees **Why do oceans matter?** ocean current buffer coral reef marine erosion decompose **Would you like to live in the desert?** rainfall barren sparse mesa mushroom rock	**Why does population change?** Landmass **Where does our energy come from?** coal natural gas crude oil emissions ocean tide regenerate fossil fuel

			mudflat pier cliff coastline island sand dunes stack	pyroclastic flow fertile soil volcanic springs earthquake tsunami fault line epicentre seismic wave focus rock *natural* *igneous* *sedimentary* *metamorphic* **Who lives in Antarctica?** ice shelf drifting ice iceberg wilderness	water cycle delta estuary floodplain meander oxbow lake river mouth source tributary valley waterfall flooding	natural arch salt flat	

	Fieldwork Enquiry Cycle - Progression of Skills				
	EYFS	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
Question	Ask questions about the world around them.	Ask questions about the world around them.	Recognising there are different ways to answer a question.	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.
Observe	Commenting on the features they see in	Commenting on the features they see in their school and	Discussing the features they see in the area surrounding	Mapping land use in a small local area using maps and plans.	Making sketch maps of areas studied including labels and keys where necessary.

	their school and school grounds.	school grounds on a walk around the respective places.	their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.
Measure	Answering simple questions, guided by the teacher	Asking and answering simple questions about the features of their school and school grounds.	Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.
Record	Drawing some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.	Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Begin to use a simplified Likert Scale to record their judgements of environmental quality.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data.

			interviewing someone.	Using a questionnaire/interviews to collect qualitative fieldwork data.	Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.

Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.	Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data..	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.

Geographical Skills and Fieldwork - Progression of Knowledge				
EYFS	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).	To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place,	To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe. To know that a compass is an instrument we can use to find which direction is north.	To understand that a scale shows how much smaller a map is compared to real life. To recognise world maps as a flattened globe. To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.	To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.* To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.

	usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is.	To know which direction is N, S, E, W on a map. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that an interview can be a way to find out people's views about their area. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.	To know that an OS map shows human and physical features as symbols. To know that grid-references help us locate a particular square on a map. To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation) To know an enquiry-based question has an open-ended answer found by research. To know how to use various simple sampling techniques. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an	To know that a pie chart can represent a fraction or percentage of a whole set of data. To know a line graph can represent variables over time. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.

			area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know that quantitative data involves numerical facts and figures and is often objective.* To know what a bar chart, pictogram and table are and when to use which one best to represent data.	

Geographical Skills and Fieldwork - Progression of Skills				
EYFS	**Year 1**	**Year 2**	**Lower Key Stage 2**	**Upper Key Stage 2**
Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds.	Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents (Europe and Asia) Using an atlas to locate the Atlantic Ocean and Pacific Ocean.	Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E,	Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances.

Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features	Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs.	W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives.	Zooming in and out of a digital map. Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map.

are indistinguishable.	Recognising basic physical features on aerial photographs . Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.	Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.		Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.

	Geographical Skills and Fieldwork - Progression of Vocabulary						
	EYFS	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Geographical	near far next to behind above aerial	aerial view aerial photograph distance location locate near	Landmark	negative/positive effects climate change adaptation tourism explorer	benefit/advantage drawback/disadvantage process approximate greenhouse gas sustainability	natural disaster threat species dependent geology	Impact Landscape Urban planner

	bird's eye view direction	far left right north features direction physical feature human feature similar different		cross-section similarity/difference land use	carbon footprint global warming renewable energy	ecology ecosystem atmosphere human footprint environment comparison	
Mapping	Map Atlas	Map Globe Atlas Symbol Key	Sketch map Scale OS map	index hemisphere scale bar mapping tilt four-figure grid reference plot eight points of the compass route	Represent Grid square	land height sea level thematic map aerial map digital map time zone	Six-figure grid reference Contour lines
Fieldwork	Features Likes Dislikes	Survey Questionnaire compass rain gauge thermometer temperature weather vane	Sample Tally chart Pictogram Bar chart Data collection	expedition magnetic/magnetic field research intention destination evaluate compare improvement	investigate interview method risk enquiry data analyse present quantitative/qualitative data summarise interpret quote source	Fieldwork Evidence	digital technologies conclusion cartogram Geographic Information System (GIS) pie chart line graph live data consideration annotate justify issue

					sample size reliability limitations open-ended/closed question Likert scale		viewpoint data collection methods subjective audience recommendation