



	Early Years	Key Stage 1	Lower Key Stage 2	Upper Key Stage 2																																																																																																																												
<p>Knowledge End points</p>	<p>Locational Knowledge</p> <ul style="list-style-type: none"> To know the name of the town the school is in. To know about people who help us within the local community. <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Place Knowledge</p> <ul style="list-style-type: none"> To know that there are many countries around the world. To know about features of the world and Earth. <table border="1"> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> To know about features of the immediate environment. To know the people around the world have different religions. To know about features of the world and Earth. To talk about the lives of the people around us. To know that different countries and cultures 	1	2	3	4	5	6	1	2	3	4	5	6	<p>Locational Knowledge</p> <ul style="list-style-type: none"> To be able 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 UK and its surrounding seas. <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Place Knowledge</p> <ul style="list-style-type: none"> To understand geographical similarities and differences through studying the human and physical geography of a small area of the UK and of a small area in a contrasting non-European country. <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the UK 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: <ul style="list-style-type: none"> 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 <table border="1"> <tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	<p>Locational Knowledge</p> <ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Place knowledge</p> <ul style="list-style-type: none"> understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <table border="1"> <tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	<p>Locational Knowledge</p> <ul style="list-style-type: none"> 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) <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table> <p>Human and Physical Geography</p> <ul style="list-style-type: none"> describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <table border="1"> <tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> </table>	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6
	1	2	3	4	5	6																																																																																																																										
	1	2	3	4	5	6																																																																																																																										
	Y1	1	2	3	4	5	6																																																																																																																									
	Y2	1	2	3	4	5	6																																																																																																																									
Y1	1	2	3	4	5	6																																																																																																																										
Y2	1	2	3	4	5	6																																																																																																																										
Y1	1	2	3	4	5	6																																																																																																																										
Y2	1	2	3	4	5	6																																																																																																																										
Y3	1	2	3	4	5	6																																																																																																																										
Y4	1	2	3	4	5	6																																																																																																																										
Y3	1	2	3	4	5	6																																																																																																																										
Y4	1	2	3	4	5	6																																																																																																																										
Y3	1	2	3	4	5	6																																																																																																																										
Y4	1	2	3	4	5	6																																																																																																																										
Y5	1	2	3	4	5	6																																																																																																																										
Y6	1	2	3	4	5	6																																																																																																																										
Y5	1	2	3	4	5	6																																																																																																																										
Y6	1	2	3	4	5	6																																																																																																																										





Geography Progression Map

		celebrate new year differently.																																													
		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	1	2	3	4	5	6																																							
1	2	3	4	5	6																																										
Skill End points	Geographical skills and fieldwork	<ul style="list-style-type: none"> To use our senses to explore the world around us. To respect and care for the natural environments. To know that simple symbols are used to identify features on a map. 	Geographical skills and fieldwork	Geographical skills and fieldwork	Geographical skills and fieldwork																																										
		<table border="1"><tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	1	2	3	4	5	6	<ul style="list-style-type: none"> Use world maps, atlases and globes to identify the UK and its countries, as well as the countries, continents and oceans studied. 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 																																				
1	2	3	4	5	6																																										
			<table border="1"><tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	<table border="1"><tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	<table border="1"><tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6
Y1	1	2	3	4	5	6																																									
Y2	1	2	3	4	5	6																																									
Y3	1	2	3	4	5	6																																									
Y4	1	2	3	4	5	6																																									
Y5	1	2	3	4	5	6																																									
Y6	1	2	3	4	5	6																																									
			<ul style="list-style-type: none"> Use simple compass directions (Four points) and locational and directional language (eg near and far; left and right), to describe the location of features and routes on a map. 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 																																										
			<table border="1"><tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	<table border="1"><tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	<table border="1"><tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6
Y1	1	2	3	4	5	6																																									
Y2	1	2	3	4	5	6																																									
Y3	1	2	3	4	5	6																																									
Y4	1	2	3	4	5	6																																									
Y5	1	2	3	4	5	6																																									
Y6	1	2	3	4	5	6																																									
			<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 																																										
			<table border="1"><tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6	<table border="1"><tr><td>Y3</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Y4</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	Y3	1	2	3	4	5	6	Y4	1	2	3	4	5	6	<table border="1"><tr><td>Y5</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Y6</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	Y5	1	2	3	4	5	6	Y6	1	2	3	4	5	6
Y1	1	2	3	4	5	6																																									
Y2	1	2	3	4	5	6																																									
Y3	1	2	3	4	5	6																																									
Y4	1	2	3	4	5	6																																									
Y5	1	2	3	4	5	6																																									
Y6	1	2	3	4	5	6																																									
			<ul style="list-style-type: none"> 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. 																																												
			<table border="1"><tr><td>Y1</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr><tr><td>Y2</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr></table>	Y1	1	2	3	4	5	6	Y2	1	2	3	4	5	6																														
Y1	1	2	3	4	5	6																																									
Y2	1	2	3	4	5	6																																									





	Early Years	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Strand	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The Physical World	<p>Understanding the World</p> <ul style="list-style-type: none"> Recognise some environments are different from the ones in which they live. Understand the effect of changing seasons on the natural world around them. Describe their immediate environment. 	<p>Our Local Area</p> <ul style="list-style-type: none"> Ask and answer simple geographical questions about school grounds and local area. To know what a landmark is and name local landmarks. <p>Beside the Sea</p> <ul style="list-style-type: none"> To recognise the difference between the seaside and their local area. 	<p>Planet Earth/Life in Kenya</p> <ul style="list-style-type: none"> Ask and answer simple geographical questions when investigating different places and environments e.g. What are the seven continents? Where in the world is Kenya? 	<p>Settlements and Land Use in the UK</p> <ul style="list-style-type: none"> Begin to reflect on different aspects of land use. <p>Europe</p> <ul style="list-style-type: none"> Look at physical features in Europe (Sweden, Poland, Italy, Belgium and Spain). <p>Climate and Climate Zones</p> <ul style="list-style-type: none"> Begin to describe the impact of different climate zones on the natural world. Create a weather station and measure temperature and rainfall over a week. Analyse findings. 	<p>Amazon: Rivers & Rainforests/The USA</p> <ul style="list-style-type: none"> Ask and answer geographical questions when investigating different places and environments. Explain impact of an environment on the population. 	<p>Asia: Mountains, volcanoes and earthquakes.</p> <ul style="list-style-type: none"> Ask and answer geographical questions when investigating different places and environments e.g. What happens when volcanoes erupt? <p>Biomes</p> <ul style="list-style-type: none"> Explain impact of a particular environment looking at the consequences. 	<p>Mapping the World</p> <ul style="list-style-type: none"> Ask and answer geographical questions, justifying with examples and being able to make links with other topics. <p>Global challenges: Climate change</p> <ul style="list-style-type: none"> How does the climate influence how land is used? Understand that climate change will impact different areas of the world differently. People are contributing to the rise in greenhouse gases that contribute towards global warming.
Human Environments	<p>Understanding the World</p> <ul style="list-style-type: none"> Talk about the different countries in the world and the differences they have experienced or seen in photos. 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. 	<p>Our Local Area</p> <ul style="list-style-type: none"> Describe similarities and differences when studying their local area and the UK. Recognise people, live in different homes. To know what a place of work is. <p>The United Kingdom</p> <ul style="list-style-type: none"> To know why most cities in Scotland are in the South of the country. 	<p>Life in Kenya</p> <ul style="list-style-type: none"> Describe similarities and differences when studying different places e.g. comparing climates, native animals, physical features. 	<p>Settlements and Land Use in the UK</p> <ul style="list-style-type: none"> Reflect on where people live and how that impacts their opportunities. <p>Climate and Climate Zones</p> <ul style="list-style-type: none"> Discuss the impact of different climate zones on the human world. <p>Europe</p> <ul style="list-style-type: none"> Label human features in Sweden, Spain, Italy, Belgium and Poland. 	<p>Amazon: Rivers & Rainforests</p> <ul style="list-style-type: none"> Describe the tribes and lifestyle of indigenous people in the rainforest. <p>The USA</p> <ul style="list-style-type: none"> Look at human made landmarks and their impact on the environment and tourism. 	<p>Biomes</p> <ul style="list-style-type: none"> Discuss the challenges humans face in each biome. 	<p>Mapping the World</p> <ul style="list-style-type: none"> Field work question-generated in the class (possibly about the human environment). <p>Global challenges: Climate change</p> <ul style="list-style-type: none"> The impact of global change on humans in different parts of the world, e.g. on agriculture. <p>Global challenges: Trade</p> <ul style="list-style-type: none"> To analyse how trade can be made fairer for poorer countries.





Interdependence

Understanding the World

- Begin to understand the need to respect and care for the natural environment and all living things.

Our Local Area

- To discuss how what area we live in impacts us e.g. living on a busy road.

Beside the Sea

- Keeping sea safe by looking at flags on the beach and being with trusted adults.

Planet Earth

- Begin to recognise how conflict, natural disasters can impact on the rest of the world, even if not directly impacted.

Settlements and Land Use in the UK

- Discuss how their rural and the urban life in the UK are interconnected.

Amazon: Rivers & Rainforests

- Understand what is happening to the Amazon rainforest. Discuss deforestation and impact on our lives. Discuss the impact of rivers being used to benefit humans.

The USA

- Know the impact of the high population of California and New York state and the impact on the skyline.
- Discuss where you would build a new town in California. What natural and man-made resources would you need?

Biomes

- Debate the impact of humans on the deciduous forests of the UK.

Asia: Mountains, volcanoes and earthquakes.

- Understand the ability for people to cope with earthquakes depends on where it is and the human power and resources to help- the infrastructure.
- Know the consequences on people and land of a secondary consequence of an earthquake- a tsunami.

Global challenges: Trade

- Understand that resources are distributed around the world unevenly.
- Understand that 80% of the world has less fresh water than they need.
- Know that the UK imports and exports trade.
- Know that the wealth of a nation is its GDP.
- Recognise that Fair Trade helps to make trade fairer for the poorest people and countries.
- Understand Sustainability- the challenges of using resources today that help supplies for the future.

Global challenges: Climate change

- Discuss the effects of climate change on our lives now.





<p>Place and Space</p>	<p>Understanding the World</p> <ul style="list-style-type: none"> • Draw information from a very basic map. 	<p>The United Kingdom</p> <ul style="list-style-type: none"> • Name and locate 4 UK countries. • Name all 4 capitals of the countries. • Identify the border between Scotland and England. • Recognise landmarks and e.g. Snowden and Giant's Causeway. • Know that Wales is famous for its mountainous geography. • Recognise that Ireland is two countries, and only Northern Ireland is part of the UK. • Begin to describe the difference between a natural and a human-made landmark. • Compare city and countryside (England). • Recognise the four flags of the UK. 	<p>Planet Earth</p> <ul style="list-style-type: none"> • Recognise a globe and what is and how it is different to a map of the world. • Locate the seven continents on a map and say where they are in relation to each other. • Describe how seas are different to oceans. <p>Life in Kenya</p> <ul style="list-style-type: none"> • Locate Kenya on a map. • Suggest ways to travel to Kenya. • Compare a typical day of a Kenyan child to their own-similarities and differences. • Analyse the difference between nomadic lifestyle with other Kenyans in rural areas. • Compare an urban Kenyan child's life to their own. • Recognise differences between living in Kenya and the UK. • Sort features of the UK and Kenya. 	<p>Settlements and Land Use in the UK</p> <ul style="list-style-type: none"> • Recognise differences between a mountain and a hill. • Recognise district features of a river. • Describe the different locations of settlements (rural/urban) and why people might live there. • Describe different land use in the UK (farming, building, leisure, and conservation). <p>Climate and Climate Zones</p> <ul style="list-style-type: none"> • Describe and compare different climate zones. • Collect data on the weather in the UK and analyse findings. <p>Europe</p> <ul style="list-style-type: none"> • Compare physical and human features of Europe. • Compare the countries of Northern and Eastern Europe. • Compare the countries of Western and Southern Europe. • Locate and name physical features of Italy. • Research what it is like to live in Rome. 	<p>Amazon: Rivers & Rainforests</p> <ul style="list-style-type: none"> • Locate the tropical rainforests. <p>The USA</p> <ul style="list-style-type: none"> • Compare the diversity of the USA, within its 50 states and four main climate zones. • Compare data on the population of the different states. • Locate and describe physical features e.g. mountain ranges, lakes, deserts. 	<p>Asia: Mountains, volcanoes and earthquakes.</p> <ul style="list-style-type: none"> • Locate Asia's natural borders. 	<p>Mapping the world</p> <ul style="list-style-type: none"> • Recognise that maps can give us a lot of different information. • Become familiar with latitude and longitude lines and grid references.
<p>Scale</p>				<p>Climate and Climate Zones</p> <ul style="list-style-type: none"> • Analyse weather over a week (make a weather station). 			





Young People's Lives

Understanding the World

- Describe the environment around them- the play areas, and when do local walks.
- Recognise all places are different.
- Recognise that some places are special to people.

Our Local Area

- Understand what it means to like/dislike their local area.
- Discuss what they like/dislike about their local area.
- Suggest changes.
- Write about their local area in the future.

Planet Earth

- Express views about the environment and recognise how people sometimes affect the environment.
- Make direct comparisons between own localities and other locations.

Settlements and Land Use in the UK

- Discuss what part of the UK they would choose to live in and why.

Amazon: Rivers & Rainforests

- Discuss if more should be done to protect the Amazon rainforest.

Biomes

- Discuss if rainforests and forests should be reduced/cut down to benefit the population.

Mapping the world

- Carry out fieldwork that involves asking a question and looking at the results to help understand the world.

Global challenges: Climate change

- Discuss how people can make a difference to the environment.
- Understand how we can achieve sustainability.
- Understand what a carbon footprint is.
- Understand the impact of environmentalist and activist Greta Thunberg.

Global challenges: Trade

- Discuss how organizations aim to become more sustainable.
- Understand that young people can achieve sustainability by acting on a global, national and local scale.





Substantive Knowledge - What the children need to know to be a good geographer

<p>EYFS Understanding the World: <u>Locational and Place</u></p> <ul style="list-style-type: none"> Name and locate their school. There are different countries in the world. <p><u>Environmental, Human and Physical</u></p> <ul style="list-style-type: none"> Describe what they see around them. Continue to develop a positive attitude about the differences between people. <p><u>Geographical and Fieldwork</u></p> <ul style="list-style-type: none"> Draw information from a simple map 			
<p>Year 1</p>			
<p>Locational and Place</p>	<p><u>Our Local Area</u></p> <ul style="list-style-type: none"> Name and locate their local area. Name some local landmarks. Introduction of what a map is and why it has symbols. 	<p><u>The United Kingdom</u></p> <ul style="list-style-type: none"> Name and locate the four countries that make up the UK. Name the UK capital cities. Name some UK landmarks. The flags of the UK. Wales has its own language. 	<p><u>Beside the Sea</u></p> <ul style="list-style-type: none"> Name and locate seaside resorts in each UK country. Difference between coast and seaside.
	<p><u>Environmental, Human and Physical</u></p> <ul style="list-style-type: none"> Identify different types of houses/homes/places of work in the local area. Recognise the difference between near and far. Places near Delapre Primary School. 	<ul style="list-style-type: none"> Distinguish between natural and human-made landmarks. Understand the difference between the countryside and city. 	<ul style="list-style-type: none"> Describe some of the human and physical features of a seaside.
	<p><u>Geographical and Fieldwork</u></p> <ul style="list-style-type: none"> Mark places near and far on a map. Follow directions. Draw picture maps of the school and its grounds using own symbols. 	<ul style="list-style-type: none"> Label a map of the UK with the four countries and its capitals. Talk about four points of the compass. 	<ul style="list-style-type: none"> Using an online tool (or trip?), look at human and physical features. Look at data on a tally chart. Begin to understand north, south, east and west.





	<ul style="list-style-type: none"> • Look at aerial photo of the school. • Use a simple picture map to move around the school. https://www.instantstreetview.com/ • Label maps using symbols e.g. hospital symbol. 		
Year 2			
Locational and Place	<u>Planet Earth</u> <ul style="list-style-type: none"> • Name and locate the world's seven continents. • Different climates according to location. • Name and locate the five oceans. • Difference between oceans and seas. • Name some physical and human features in different continents. • Locate some of the countries and capital cities. 	<u>Life in Kenya</u> <ul style="list-style-type: none"> • Name some of the landmarks. • Name some of the native animals. • Name the Northern and Southern hemispheres. 	
Environmental, Human and Physical	<ul style="list-style-type: none"> • Contrast the climates of the seven continents. • Distinguish between human and physical features of the seven continents. • The difference between a country and a continent. 	<ul style="list-style-type: none"> • The climate of Kenya and its landscape. • Describe rural and urban Kenya. • Compare Kenya and the UK. 	
Geographical and Fieldwork	<ul style="list-style-type: none"> • Know that symbols represent different things on maps. • Locate places on sources such as simple maps, globes and atlases. • Use directional language, including NESW. 		





Substantive Knowledge - What the children need to know to be a good geographer

Year 3

Locational and Place	<p><u>Settlements and Land Use in the UK</u></p> <ul style="list-style-type: none"> Name and locate the UK's mountains and hills. Name the seas/ivers around the UK. What countries are. 	<p><u>Climate and Climate Zones</u></p> <ul style="list-style-type: none"> What climate means. Locate polar, arid, temperate and Mediterranean climate zones. 	<p><u>Europe</u></p> <ul style="list-style-type: none"> Name some of the countries in Europe and name the hemisphere Europe is in. Name 40 different countries. Italy is in Southern Europe. Know the term fjords.
	<p><u>Environmental, Human and Physical</u></p> <ul style="list-style-type: none"> Contrast different settlements. Describe different aspects of UK countries: urban and rural life. Contrast land use in the UK. 	<ul style="list-style-type: none"> The characteristics of the different climate zones e.g. polar, sub-polar. Observe UK weather. 	<ul style="list-style-type: none"> Name some of the human and physical features. Seven climate zones. Compare a Northern, Southern and Western country. Name different climates in Northern and Southern Italy. Describe Rome and its landmarks.
	<p><u>Geographical and Fieldwork</u></p> <ul style="list-style-type: none"> Use 4 points of the compass NSEW to give directions. Know why a key is needed and recognise some standard symbols. Observe, record and name geographical features in an environment e.g. St Ives. Recognise different colours on a map to show the height of land (choropleth map). Interpret UK map to show land use. 	<ul style="list-style-type: none"> Collect data on UK weather (make a weather station) introduce choropleth maps. 	<ul style="list-style-type: none"> Locate capital cities on a map. Use letter/number coordinates to locate features. Observe Rome on Skyline webcam and draw conclusions. Analyse data on Italy's weather and draw conclusions. Compare Rome and local area.

Year 4

Locational and Place	<p><u>The USA</u></p> <ul style="list-style-type: none"> The USA has 50 states and name the 4 main climate zones. Know human and physical features. 	<p><u>Amazon: Rivers & Rainforests</u></p> <ul style="list-style-type: none"> Locate South America and know it is in the Southern Hemisphere. Locate the tropical rainforests. Look at the biodiversity of the rainforest. Understand the water cycle. Locate major rivers and learn the term meander. Know about the formation of Oxbow rivers.





Environmental, Human and Physical	<ul style="list-style-type: none">• Know the varied physical landmarks.• Identify some of the human landmarks.	<ul style="list-style-type: none">• Identify the key human features of South America.• Recognise the diversity of rainforests, the 4 layers and the animals that live there.• Recognise the rainforests is a place for tribes.• Name major rivers and features.• Look at climate in south America.• Name some physical features.
Geographical and Fieldwork	<ul style="list-style-type: none">• Analyse a choropleth map.• Use digital mapping tools to locate physical and human features.	<ul style="list-style-type: none">• Use 4 compass points and begin to use 8 compass points to locate features on a map.





Substantive Knowledge - What the children need to know to be good geographers

	Year 5		Year 5
Locational and Place	<u>Asia: Mountains, volcanoes and earthquakes</u> <ul style="list-style-type: none"> Name the countries and location of Asia. Know Asia is the largest continent and has different climate zones. Know Asia is split into 5 regions and has 49 countries. 		<u>Biomes</u> <ul style="list-style-type: none"> Locate the different biomes. Know biomes are large-scale ecosystems defined by factors such as soils and vegetation
Environmental, Human and Physical	<ul style="list-style-type: none"> Know the key human and physical features. Know borders are both natural and man-made. Know mountains are formed by the movement of tectonic plates. Know volcanoes often located on tectonic boundaries. Consider the impact of earthquakes depending on location and magnitude. Know different areas have different population sizes. 		<ul style="list-style-type: none"> Appreciate how the natural world has adapted to the biome. Know the tundra biome is furthest from the Equator. Know the tropical rainforest biome is located along the Equator. Understand the challenges and opportunities different biomes have on people's lives.
Geographical and Fieldwork	<ul style="list-style-type: none"> Begin to use 4 figure coordinates to locate features on a map e.g. a volcano. 		<ul style="list-style-type: none"> Fieldwork: What impact have humans had on the deciduous forests of the UK? Consider reasons for and against.
	Year 6		
Locational and Place	<u>Mapping the World</u> <ul style="list-style-type: none"> Know lines of latitude and longitude on a map are measured in degrees, minutes and seconds. Know a cartographer makes maps. Know a compass is a tool that shows which direction is north. Ordnance Survey (OS) is the national mapping agency for the UK. Know gridlines are used to describe the location of features or symbols. Know four figure grid references allows you to locate a grid square. Know Six figure grid references allows you to identify a place. 	<u>Global Challenges: Climate Change</u> <ul style="list-style-type: none"> Know there are five types of climate: subpolar, temperate, Mediterranean, arid and tropical. Understand the types of land use in different climate areas; urban land, forest land and agricultural land. Know climate change is a long term change of temperature and weather patterns. Understand that global warming will impact billions of people. Understand The Paris Agreement and its impact. 	<u>Global Challenges: Trade</u>





<p>Environmental, human</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Know 5 types of climates. • Know 3 types of land. • Know what climate change and global warming are. 	<ul style="list-style-type: none"> • Understand natural resources are raw materials and that they are beginning to run out.
<p>Geographical & Fieldwork</p>	<ul style="list-style-type: none"> • Fieldwork will involve a plan, research, collect data, and record, analyse, evaluate and present findings. • Fieldwork can be a human or a physical feature. • Understand latitude and longitude (degrees, minutes, seconds). • Use 4 and 6 figure grid reference to locate places on a OS map. • Begin to use a compass. 		





Progression of Vocabulary

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Location and Place	same different change natural map environment road flat house school country	Our Local Area local area route local home local landmark symbol border United Kingdom (4 countries and capital cities) capital city highlands lakes mountains flag compass compass points (N, S,E,W) direction key map symbol bungalow caravan cottage flat home United Kingdom	Planet Earth/ Life in Kenya continent globe sea ocean border territory ecosystem migration skyscraper glacier hemisphere-northern, southern Equator savannah outskirts Africa Kenya continent tourist desert glacier territory rainforest coral reef ecosystem landmass native the Outback savannah	Settlements and Land Use main UK rivers and seas surrounding counties settlement coastline Europe Europe Rome northern hemisphere transcontinental fjord forest lake natural volcano	The USA state state capital national park Amazon: Rivers & Rainforests tropics rainforests and layers 8 compass points	Asia Asia northern hemisphere natural border climate zone hemisphere region mountain range	Mapping the world location





<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Environmental, Human and Physical</p>	<p>autumn winter spring summer</p>	<p>The United Kingdom landmark tourist city countryside parliament union Union Jack parliament coast coastline physical feature human feature aerial photos Beside the Sea bay cliff rockpool sand dune coast holiday beach</p>	<p>urban rural country climate urban rural tropical climate temperate climate tribe nomad Massai canyon geysers natural wonders polar habitat skyscraper glacier South Pole Equator humid</p>	<p>Settlements and Land Use mountain land use river settlement county location Climate and Climate Zones climate zone polar climate zone temperate tropical climate zone data rainfall Celsius degrees temperature arid polar subpolar latitude longitude Mediterranean climate zone Europe currency government human geography language population</p>	<p>The USA population skyline skyscraper topography president governor harbour monument culture finance global power Amazon: Rivers & Rainforests tropics settlement river course meander natural resources deforestation biodiversity indigenous trade canopy deciduous emergent adapted camouflage decomposer predator prey species tribe hammock agriculture cattle ranching logging water cycle</p>	<p>Asia population tectonic plates landform volcanic eruption fault lines after shock natural disaster seismic waves tsunami topography crust inner core mantle outer core tectonic plates landform plateau summit valley volcanic eruption aftershock natural disaster Biomes climate zones eco-system adaptation biome adaptation fauna flora drought deforestation</p>	<p>Global challenges: Climate change global warming greenhouse gases agriculture carbon footprint environmentalist activist forest land agricultural land urban land atmosphere greenhouse gases radiation methane infestation vegetation waterlogged activist environmentalist global citizen treaty Global challenges: Trade overconsumption distribution trade GDP renewable energy sustainability natural resources non-renewable renewable export import fair trade sustainability biodegradable</p>
--	--	---	---	--	---	---	---





					groundwater evaporate precipitation water cycle oxbow lake hydroelectric irrigation reservoir		fossil fuels recycle
Geographical & Fieldwork	map near far around through along beside around	forwards backwards left right symbols senses label compass points (introduction) tally data globe	simple analysis data comparing globe atlas key directional language: N, S, E,W	four points of a compass direction standard symbols choropleth maps locate coordinates analyse conclude evaluate compare	eight compass points digital mapping	four figure coordinates impact reasons for reasons against	cartographer grid reference ordnance survey distortion eastings grid reference northings plan research collect data analyse conclusion presentation



