Geography

WRENINGHAM VC PRIMARY - CURRICULUM KNOWLEDGE AND SKILLS PROGRESSION

Geography

INTENT

Our intent is to deliver a geography curriculum which creates excitement, compassion, and deep thinking about the world we live in. We want to foster curiosity and an active interest in the geographical world: its issues, features and questions. Children will achieve this by first exploring their own place in the world, their values and responsibilities to other people, to the environment and to the sustainability of the planet.
We want to promote the children's interest and understanding of diverse places, people, resources, and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.
We want to enable our children to be able to apply geographical skills competently as tools to investigate and explain features and issues.
We want to enable our children to articulate critical thinking, evaluation, and ideas through effectively combining this geographical knowledge and understanding attained and skills acquired through Year R to 6

IMPLEMENTATION

We implement a progressive geography curriculum that builds on prior knowledge, geographical vocabulary and skills year on year. The children will revisit geographical skills and knowledge in order to embed and deepen understanding (for example from looking at basic physical features depicted on a map to scales and six figure coordinates)

Our geography lessons equip the children with facts and knowledge about the geographical worlds.
Children will be taught skills to enable them to follow a line of enquiry and deepen their understanding:
· Asking relevant questions
· Collecting data using appropriate sources
· Communicating data
· Using skills and knowledge taught to analyse
We enrich geographical learning through relevant practical activities, such as residential and field trips.

IMPACT

Our Geography Curriculum is high quality, well thought out and is planned to demonstrate progression. Outcomes in the children's topic books evidence a broad and balanced geography curriculum and demonstrates the children's acquisition of identified key knowledge and skills.
Children have opportunities and are encouraged to review their own successes at the end of each session.
Children are equipped with geographical skills and knowledge to enable them to be ready for the curriculum at Key Stage Three and for life as an adult in the wider world.

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HOW THE GEOGRAPHY CURRICULUM HELPS DELIVER OUR SCHOOL VALUES Service, courage, and forgiveness

In Geography children reflect on how the school values of kindness, service, courage and forgiveness can enable humans to be environmental stewards and courageous advocates for the world and its people.

Service - through our curriculum we seek to deepen the understanding of the Earth's human and physical forms and processes and the impact we have on our world including the responsibility we have for our world and all its people.

Forgiveness - we recognise it is important for our children to learn more about people and places beyond our small part of the world in Norfolk. We aim to equip our children with geographical skills to develop their knowledge and challenge misconceptions and prejudice through studying places, people, natural and human environments. We recognise the importance of learning from mistakes without blame and making changes in our world for a more positive future.

Courage - opportunities to develop Geographical skills and investigate our world and the people who inhabit it is crucial to our school vision. At Wreningham Primary School we try to be courageous advocates for the planet. Geographical knowledge is central to give the children the knowledge and skills which will enable them to speak out for others' locally, nationally, and globally.

We give pupils opportunities to think about the feelings of a child living in a squatter settlement, or the victims of a natural hazard

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	National Curriculum	Ideas
Year 1/2	Pupils should be taught to: **Locational knowledge:** • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas **Place knowledge:** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country **Human and physical geography:** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Use basic geographical vocabulary to refer to: • Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **Geographical skills and fieldwork:** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage; • Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map; • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key; • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment	**KQ: Who lives here?** **BI: That homes are different around the world to suit the needs and challenges brought about by the environment** **KQ How do maps help us find our way around?** **BI: To represent a 3d world through a 2d map and use it to locate physical features and navigate our way around.** **KQ: Where in the world do we live?** **BI: We are a small part of a big world.** **KQ: Why are some areas of the world hotter or colder than others?** **BI: We are a small part of a big world** **KQ Where is the arctic circle? (ARCTIC)** **BI: the world is spherical** **KQ: How does Norfolk compare to the Isle of Coll (SCOTLAND)?** **BI: Regions are made up of different human and physical features which impacts the lives of people who live there.**

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	National Curriculum	Topics
KS2: Year 3/4 & Year 5/6	Pupils should be taught to: **Locational knowledge:** • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) **Place knowledge:** • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America **Human and physical geography:** Describe and understand key aspects of: • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water **Geographical skills and fieldwork:** • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	**Year 3/Year 4** -Modern day France compare to modern day UK/East Anglia -Geographical Skills and Fieldwork: Mapping our School Ground -Compass and map skills (orienteering): Aylmerton and How Hill residential -Locate continents, oceans, major cities etc. throughout the world **Year 5/6** Climate and weather – the ice age and how it's shaped our world South American study – Brazil Favelas – a different world to ours Rivers Coasts and features Mapping and Geo-Skills Use maps, atlases, globes and digital computer mapping Volcanoes and earthquakes What would I learn about volcanoes and Earthquakes? Biomes and ecosystems

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SUBSTANTIVE KNOWLEDGE

Year	Key Knowledge & Understanding		
Year 1/2	**KQ: Who lives here?** **BI: That homes are different around the world to suit the needs and challenges brought about by the environment** • Name and locate the world's seven continents and five oceans. • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • Use 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	**KQ How do maps help us find our way around?** **BI: To represent a 3d world through a 2d map and use it to locate physical features and navigate our way around.** **Geographical skills and fieldwork:** • Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map; • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map and use and construct basic symbols in a key; • Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment FIELDWORK tell pupils to stand still and close their eyes. What can they hear, smell, touch, taste? Ask them to open their eyes – what can they see? Record their experiences as a Mind Map	**KQ: Where in the world do we live?** **BI: We are a small part of a big world.** What is a capital city? Every country has a capital city. **LONDON** • 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. • Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 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 • FIELDWORK - See through Laminated sheets that are processed without a middle can be cut into four for postcard sized 'tracing paper' to use outside that will withstand weather. Hold up against a skyline and trace over shapes with a felt pen to show relative heights and distances accurately. Wipe clean and start again

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	KQ: Why are some areas of the world hotter or colder than others? **BI: We are a small part of a big world** **Locational knowledge:** • Name and locate the world's seven continents and five oceans • Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas **Human and physical geography:** • Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles **Geographical skills and fieldwork:** • Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	**KQ Where is the arctic circle? (ARCTIC)** **BI: the world is spherical** 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. • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. • use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • 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 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 **FIELDWORK – Arctic Explorer visit - mapwork**	**KQ: How does Norfolk compare to the Isle of Coll (SCOTLAND)?** **BI: Regions are made up of different human and physical features which impacts the lives of people who live there.** **Children learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps** **Place knowledge:** • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a European country SCOTLAND **Human and physical geography:** Use basic geographical vocabulary to refer to: • Describe key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather • Describe key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop **FIELDWORK - Beach trip**

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Year	Key Knowledge & Understanding		
Year 3/4	**Settlements (PlanBee)** **KQ: Where would you settle?** **What's in a name - How did towns and villages get their names? How is land used in settlements? How are settlements linked?** **BI: How places have been formed and changed over time due to geographical features and the needs and requirements early settlers had when choosing a place to build a home.** **Curriculum Objectives Covered** **Locational Knowledge** 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. **Human Geography** Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. **Fieldwork**: Risk Assessment Use images of the locality or place to identify hazards and actions you could take to keep safe. Write your own risk assessments. Assess our school area for safety?	**KQ: How does Norfolk, UK compare to the Alps region of France?** **BI: Similarities and differences in physical and human features affect the way people live.** **Curriculum Objectives Covered** **Place Knowledge** Understand the geographical similarities and differences through the study of human and physical geography of -a region of the UK (Norfolk) and -a region in a European country (Grenoble/French Alps) **Physical Geography** Describe and understand key aspects of physical geography, including climate zones, biomes and mountains. **Human Geography** Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. **Geographical skills and fieldwork:** **Monster Trail at Aylmerton Field Study Centre** 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. **Fieldwork:** Complete parent travel survey -collate data via Forms? -record results as a graph (paper and Purple Mash)?	**KQ: What part have rivers played in developing societies?** **BI: The geographical landscape of a place can determine where society develops.** **Curriculum Objectives Covered** **Place Knowledge** Understand the geographical similarities and differences through the study of human and physical geography of -a region of the UK (Norwich and the Rivers Yare and Wensum) and -a region within North America (Ottawa Valley and the Ottawa River) **Physical Geography** Describe and understand key aspects of physical geography, including climate zones, biomes and mountains. **Human Geography** Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical skills and fieldwork** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. *Comparison to Norwich – river was main mode of transport for goods and trades, made Norwich an important place to live.* Top 10 Largest Rivers in the world - longest and biggest rivers (wonderslist.com) FIELDWORK investigate what happens to water on different surfaces and slopes. Where does it go?

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	KQ: What features does a capital city have? **BI: The world is made up of continents, each one made up of countries, each with their own capital city.** **Curriculum objectives covered** **Locational Knowledge** -Locate some of 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 regions and human characteristics, countries and major cities. -Identify the position of and begin to understand the significance of 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) **Physical Geography** Describe and understand key aspects of physical geography, including climate zones. **Geographical skills and fieldwork** Begin to independently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	**KQ: How do we know which way to go?** **BI: That maps contain many different features that aide us in finding our way around the landscape.** **Curriculum objectives covered** **Activities:** -How Hill: Orienteering -Mapping our school grounds **Geographical skills and fieldwork** -Learn about and begin to use the 8 points of a compass and 4 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	**KQ: What is a county and how do they differ?** **BI: The counties of the UK can be split into different regions to help locate them.** **Curriculum objectives covered** **Locational Knowledge** -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. **Geographical skills and fieldwork** Begin to independently use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied **Fieldwork:** Beach trip

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Year	Key Knowledge & Understanding		
Year 5/6	**Climate** **KQ: How is climate different to weather?** **Big Idea: World climate affects the past, present and future** -Know the difference between weather and climate -Investigate the water cycle in relation to evaporation, condensation and clouds (recap of water cycle from year 3/4 science). -Know how factors affect the climate on earth and how some factors can lead to climate change. - Know how we can measure weather and climate -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 times zones (including day and night)	**South American study** **KQ: How does the human and physical geography of Brazil differ to the UK, and Norfolk in particular?** **Big Idea: There are similarities, as well as differences in countries across continents** *Brazil Favelas – a different world to ours* -Know human and physical features of the Rio region compared with the Norfolk region. -Know what life in a favela is like how it is different to a child's life in the city and in Norwich and Wreningham. Another View Visit a place in role, eg pretend you are looking through the eyes of a toddler, a senior citizen or a disabled person and imagine how they would feel about that place and what they could do there. You could use some cardboard 'empathy' glasses to help get into role! Through the eyes of a person from the favela **Rivers**: **KQ: How can water shape a landscape?** **Big Idea: Rivers are constantly changing.** -Use a variety of resources to investigate rivers -Have an understanding of river processes -Know river mechanisms help move and shape the course of the river and affect the landscape. FIELDWORK - make a river channel using plenty of builders' sand on the play ground. What features can the pupils see?	**Coastal features** **Q: How are erosion and deposition related on the coast?** **Big Idea: A country's coastline is always in a state of change.** -Identify simple features found in coastal areas (e.g., a cave, headland, beach, arch and stack, cliff, wave cut platform) -know how coastal features are formed -Describe how man tries to affect and shape the coast for his own purposes, using Norfolk as an example.

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	Mapping and Geo-Skills **KQ: How do we know where we are on the surface of the earth?** **Big Idea: The surface of the earth can be represented at different scales** -Use maps, atlases, globes and digital computer mapping -Know how to draw a map with an appropriate scale, read 6 figure map references FIELDWORK WALK ROUND THE VILLAGE Draw an accurate representative map of Wreningham. - -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)	**Volcanoes and earthquakes** **Q: What are the effects of movements in the earth's surface?** **Big Idea: The earth's surface is like a broken eggshell** -Know where volcanoes and earthquakes are located in the world -Investigate the mechanisms behind volcanoes and earthquakes and be able to explain why they exist in these particular places. -Know how plate tectonics shape the earth -Explore Japan's experience including Mount Fuji and the Pacific Rim. FIELDWORK – Mentos/coke explosion	**Biomes and ecosystems:** **Q: What and where are the world's biomes, and why are they found in the places they are?** **Big Idea: The earth is made up of many different environments. World climate affects the past, present and future.** -Know what a biome is, and an ecosystem is -Name and locate the world's major biomes including tropical, desert, savanna, tundra and mountain -Describe the features of different biomes FIELDWORK QUADRAT sampling FIELDWORK - Beach trip

	Year 1/2	**Year 3/4**	**Year 5/6**
Key Vocabulary/ Geographical terms	Seven Continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America. Five Oceans: Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean aka Antarctic Ocean and Arctic Ocean. 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 Atlas Britain Equator North Pole South Pole Scotland Edinburgh Wales England London Ireland Dublin Beach mountain bridge cliff forest ocean soil valley vegetation river west sea season east hill	landscape features urban rural land use community settlement population aerial photograph Ordnance Survey co-ordinate compass points (north/east/south/west) 4 figure grid reference scale key routes weather climate zone rainfall anemometer weather vane tornado hurricane tsunami desert mountain range summit base altitude/ height mountain stream fold mountains blizzard mountain peak, ridge, slope/ridge/side, valley, mountain lake, volcanic mountain (e.g. Mount Fuji) avalanche	**Climate and Weather:** Climate, Precipitation, Global warming Temperature. Temperate, Arid, Tundra Arctic, tropical **Local Area: Wreningham:** Economy **South America-Brazil:** Resources, Services, Population, Deprivation Urban, Rural **Rivers:** Meander, Mouth, Source, Ox-bow lake Tributary, Delta, Erosion, Deposition Confluence, waterfall **Coasts:** Beach, , Tide, Wave, current, Erosion

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	City harbour house port village town farm factory school settlement lake		Deposition, undercut **Mapping:** Globe, ordnance survey, contour lines Scale, co-ordinates, symbol Latitude, longitude, , equator, meridian Tropic of Cancer, Tropic of Capricorn **Volcanoes and Earthquakes** Volcano, Crater, Crust, Eruption, Epicentre Lava, , Magma, Plate tectonics, Fault **Biomes and Ecosystems:** Biome, Ecosystem, Deciduous, Coniferous Rainforest, Arid, , Temperate, Tundra Desert, Habitat

DISCIPLINARY KNOWLEDGE			
	Year 1/2	**Year 3/4**	**Year 5/6**
Location Knowledge	**Year 1** -Name and locate local town and city -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	**Year 3** -Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (in hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time **Year 4** -Locate the world's countries and major cities (focus on Europe, North and South America) concentrating on their environmental regions, key physical and human characteristics, countries and other major cities. -Identify the position and significance of Equator, N. and S. Hemisphere, Tropics of Cancer and Capricorn.	**Year 5** -Locate the main countries in Europe and North or South America. --Locate and name principal cities. -Compare a region in UK to a region in S.America -Locate and name the main counties and cities in England. -Linking with History, compare land use maps of UK from past with the present, focusing on land use. -Identify the position and significance of latitude/longitude and the Greenwich **Year 6** -On a world map locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main

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			environmental regions, key physical and human characteristics, and major cities. -Linking with local History, map how land use has changed in local area over time. -Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time. -Use/ understand vocabulary including mouth, source, meander, ox-bow lake, tributary, delta, erosion, deposition, landscape, transportation, confluence, waterfall

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	Year 1/2	Year 3/4	Year 5/6
Place Knowledge	**Year 1** -Observe and describe the human and physical geography of a small, local area of the United Kingdom. **Year 2** -Understand geographical similarities and differences through studying the human and physical geography of a small area of the UK, and a contrasting non-European country	**Year 3** -Understand geographical similarities and differences through studying the human and physical geography of a region of the UK **Year 4** -Understand geographical similarities and differences through studying the human and physical geography of a region in the United Kingdom and region in a European country.	**Year 5** -Compare a region in UK with a region in N. or S. America with significant differences and similarities. **Year 6** -Compare a region in UK with a region in N. or S. America with significant differences and similarities.

	Year 1/2	Year 3/4	Year 5/6
Human and Physical Geography	**Year 1/2** -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 **Year 1/2** -Use basic geographical vocabulary to refer to key physical features: **Year 1** …of their school and its grounds and of the surrounding environment. **Year 2** …including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather -key human features, (inc. city, town, village, factory, farm, house, office, port, harbour, shop) of a contrasting non-European country.	**Year 3** -Describe and understand key aspects of: Physical geography including key topographical features (inc hills, mountains, coasts, rivers) and land patterns; and understand how some of these aspects have changed over time. **Year 4** -Describe and understand key aspects of: Physical geography including: climate zones, biomes and vegetation belts (link to work on Rainforest) Types of settlements in modern Britain: villages, towns, cities.	**Year 5** -Describe and understand key aspects of : Physical geography including coasts, rivers and the water cycle including transpiration; climate zones, biomes and vegetation belts. Human geography including trade between UK and Europe and the rest of the world. **Year 6** -Describe and understand key aspects of : Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. -Describe and understand key aspects of : -Physical geography including Volcanoes and earthquakes, looking at plate tectonics and the ring of fire. -Distribution of natural resources focussing on energy.

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	Year 1/2	Year 3/4	Year 5/6
Geographical Skills and Fieldwork: Progression in Fieldwork	**Year 1** -Use simple fieldwork and observational skills to study the geography of their school and its grounds. **Year 2** -Use fieldwork and observational skills to study the key human and physical features of the schools surrounding areas. -Use locational, directional and positional language. **Year 1/2** *For instance:* *<u>Gather information</u>* *-Use basic observational skills* *-Carry out a small survey of the local area/school* *-Draw simple features* *-Ask and respond to basic geographical questions* *-Ask a familiar person prepared questions* *-Use a pro-forma to collect data e.g. tally survey* *<u>Sketching</u>* *-Create plans and raw simple features in their familiar environment* *-Add labels onto a sketch map, map or photograph of features* *<u>Audio/Visual</u>* *-Recognise a photo or a video as a record of what has been seen or heard* *-Use a camera in the field to help to record what is seen*	**Year 3/4** - Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. *For instance:* *<u>Gather information</u>* *-Ask geographical questions* *-Use a simple database to present findings from fieldwork* *-Record findings from fieldtrips* *-Use a database to present findings* *-Use appropriate terminology* *<u>Sketching</u>* *-Draw an annotated sketch from observation including descriptive / explanatory labels and indicating direction* *<u>Audio/Visual</u>* *-Select views to photograph* *-Add titles and labels giving date and location information* *-Consider how photo's provide useful evidence use a camera independently* *-Locate position of a photo on a map*	**Year 5/6** -Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. *For instance:* *<u>Gather information</u>* *-Select appropriate methods for data collection such as interviews* *-Use a database to interrogate/amend information collected* *-Use graphs to display data collected* *-Evaluate the quality of evidence collected and suggest improvements* *<u>Sketching</u>* *Evaluate their sketch against set criteria and improve it* *-Use sketches as evidence in an investigation.* *-Select field sketching from a variety of techniques* *-Annotate sketches to describe and explain geographical processes and patterns* *<u>Audio/Visual</u>* *-Make a judgement about the best angle or viewpoint when taking an image or completing a sketch* *-Use photographic evidence in their investigations* *-Evaluate the usefulness of the images*

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	Year 1/2	Year 3/4	Year 5/6
Geographical Skills and Fieldwork: Progression in enquiry questions	Where is this place? What is this place like? What kinds of features are there? What kind of a place is this? What are people doing here? How does this affect this place? How does this place remind me of other places?	Where is this place? What patterns can I see? What processes are happening here? How and why is this place changing? How are people damaging and / or improving the environment / this place? Why are they doing this? What does quality of life mean? Who gets what, where and why / why not? How does this place connect to other places? What will this place look like in the future?	What kinds of patterns and processes are found here and why? How do they affect the characteristics of this place? How are processes and patterns connected to a particular location? Why do they happen here and not there? How are we dependent on people near and far and how does this affect quality of life? How might resources be shared more fairly? What examples show best practice and why? What might / could / ought places to be like in the future? Where is this place?

Geography

	Year 1/2	Year 3/4	Year 5/6
Geographical Skills and Fieldwork: Progression in map skills	**Year 1/2** -Follow a route on a prepared map -Recognise simple landmarks and basic human features (such as buildings, roads and fields) and physical features -Draw a simple map (real or imaginary place) -Know that symbols mean something on a map -Use and construct basic symbols in a key -Recognise maps need a title -Find information on aerial photographs -Begin to use locational and directional language (e.g., near and far, left and right) -Say which direction is N,S,E,W is for example using a compass in the playground **Year 1** -Use maps, atlases and globes to identify their locality and other key features e.g. land/ sea/capital cities. **Year 2** -Use world maps, atlases and globes to identify the United Kingdom and its countries **Year 2** -Use simple compass directions (North, East, South and West), to describe the location of features and routes on a map.	**Year 3/4** -Use atlases, maps and globes and digital/computer mapping (Y4 Google Earth) to locate countries and describe features -Use large scale maps outside -Use maps at more than one scale -Make and use simple route maps -Locate photos of features on maps -Use oblique and aerial views -Recognise some patterns on maps and begin to explain what they show -Give maps a title to show their purpose -Use thematic maps -Explain what places are like using maps at a local scale -Recognise that contours show height and slope. -Use 4-figure coordinates/ grid references to locate features - make a map of a short route with features in correct order - Give maps a key with standard symbols -use some Ordnance Survey style symbols -Use the eight points of a compass -build their knowledge of the United Kingdom and the wider world. -Use maps and aerial views to talk about for example, views from high places -Make a simple scale plan of room with whole numbers for example, 1 sq.cm = 1 square tile on the floor -Relate measurement on maps to outdoors (using paces or tape) **Year 4** -Know that 6-figure grid references help you find a place more accurately than 4- figure coordinates.	**Year 5/6** -Follow routes on maps saying what is seen -Use index and contents page of atlas. -Use thematic maps for specific purposes. -Follow a route on 1:50 000 Ordnance Survey map -Describe and interpret relief features. -Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied -Use 4 and 6-figure coordinates to locate features -Give directions and instructions to 8 cardinal points -Use latitude and longitude in an atlas or globe -Make sketch maps of an area using symbols and key -Draw scale plans -Use Ordnance Survey symbols -Make a plan for example, garden, play park; with scale

SUBJECT SPECIFIC VOCABULARY - GEOGRAPHY

LOCATIONAL KNOWLEDGE

Year 1/2

Atlas, globe, continent, seven continents (Asia, Africa, North America, South America, Antarctica, Europe, Australasia)
Ocean, five oceans (Atlantic, Pacific, Indian, Arctic, Antarctica)
Capital cities of the United Kingdom (London, Edinburgh, Cardiff, Belfast), Atlantic Ocean, North Sea, Irish Sea, Celtic Sea.

Year 3/4

Map, mapping, plan, symbols, key, country, countries, major city/cities, continents (Europe, North America, South America), Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, latitude, longitude, arctic circle

Year 5/6

Equator, Northern Hemisphere, Southern Hemisphere, meridian, the Tropics of Capricorn and Cancer, Artic and Antarctic Circle, the Prime/ Greenwich Meridan

PLACE KNOWLEDGE

Year 1/2

country, mountain, ocean, valley, coast, beach, river, cliff, vegetation

Year 3/4

landscape, industry, tourism, inland, mountains,
culture, valley

Year 5/6

South America Brazil: Amazon, Portuguese, population, deprivation, urban, rural, Brasilia, economy, deforestation, resources, favela, shanty town

Geography

HUMAN AND PHYSICAL GEOGRAPHICAL

Year 1/2

North and South Poles, coast, forest, beach, cliff, coast, forest, hill, mountain, sea, river, soil, vegetation, season, weather, rainforest
factory, farm, shop, port, harbour, city, town, village, house, office, port, harbour, shop, population

Year 3/4

human features, physical features, urban, rural,
settlement, population

Year 5/6

climate: global warming, climate zones - arid, polar, temperate, tropical, Mediterranean
biomes: aquatic, grassland, temperate forest, coniferous
forest, desert/arid, tundra, arctic, tropical rainforest
volcanoes: volcano, crater, crust, eruption, epicentre,
lava, magma, plate tectonics, fault
Water cycle: precipitation
Fairtrade
rivers: meander, mouth, source, ox-bow Lake, tributary, delta, erosion, deposition, confluence, waterfall, transportation [carry]
coasts: beach, tide, wave, current, erosion, deposition, undercut

GEOGRAPHICAL SKILL AND FIELDWORK

Year 1/2

Compass points (North, South, East, West), aerial view, globe

Year 3/4

Southwest, Southeast, North West, North East, scale, grid reference

Year 5/6

8 points of a compass
Mapping: ordnance survey, contour lines, co-ordinates, symbol