MANLEY PARK PRIMARY SCHOOL
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GEOGRAPHY - EYFS PROGRESSION

Progression in Nursery

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Development Matters Obj	First	Second	Third
Talk about what they see, using a wide vocabulary.	Able to recognise and name: road, path, pavement , crossing, traffic lights and some common environmental signs	Begin to use language to compare different features within locality (bark, leaves, rocks, seeds) Begin to talk about likes / dislikes of natural features within locality	Participate in visits to different natural environments within locality and name key features (shops, school, house, park) Ask questions that draw on first hand experience about transport and human movement
	Develop curiosity and involvement when exploring different weather	Begin to talk about likes / dislikes of different weather Begin to use language to compare different weather	Develop an understanding of different clothing needed to go outside in snow / sun Begin to develop an awareness of weather characteristics at different times of year
Begin to understand the need to respect and care for the natural environment and all living things.	Learn to collect only fallen natural objects – leaves / flowers	Learn to touch natural objects carefully	Learn to walk on flooring that will not damage the natural environment
Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.	Share their own and listen to others' experiences of visiting different places, including countries / sharing similarities and differences	Compare photos of different countries	Develop an understanding of why people go on journeys: to reach a destination, to visit family and friends, to go on holiday.

	Begin to develop an understanding of different countries through stories and non-fiction texts		

Skills Progression in Reception

Understanding the world

Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Development matters Obj	First	Second	Third
Draw information from a simple map.	Know the vocabulary linked to map work	Identify known buildings, roads and features from an aerial map	Track individual journeys to school on the map Know the name of the road they live on, the school is on and the name of their locality and find on an aerial map
Recognise some similarities and differences between life in this country and life in other countries.	Recognise difference in weather of different countries *(avoid stereotyping of countries and ensure similarities and differences are discussed)*	Recognise how children's journey's to school may differ *(avoid stereotyping of countries and ensure similarities and differences are discussed)*	Recognise that foods that are eaten can be different *(avoid stereotyping of countries and ensure similarities and differences are discussed)*
Explore the natural world around them. **Describe what they see, hear and feel when outside.**	Treat the natural world with care and respect	Look, touch, smell and hear the natural environment as they engage with the outdoors	Ask questions about what they see, hear, smell and feel whilst outdoors
Recognise some environments that are different to the one in which they live.	Know the names of countries that contrast with the UK Participate in visits to different environments and name key features	Use language to begin to compare different environmental features, including those in different countries Talk about likes / dislikes of key features within	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

		different environment and begin to give reasons	
Understand the effect of changing seasons on the natural world around them.	Name the different seasons	Observe and identify key characteristics of each season	

BRIDGING INTO THE NATIONAL CURRICULUM

Early Learning Goals

People, Culture and Communities

Children at the expected level of development will:

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.

How our early years curriculum prepares for the next stage of education

Our School *Human and physical features of our school grounds, map skills and symbols*	**Weather** *Autumn time- features of Autumn, weather symbols, observing changes in weather, heavy wind and rain*	**Weather** *Winter time- features of Winter, weather symbols, observing changes in weather, snow and sleet*	**Weather** *Spring time- features of Spring, weather symbols, observing changes in weather, floods*	**Our Country (Countries and Seas)** *UK countries and surrounding seas, characteristics of each country in the UK, capital cities of each*	**Weather** *Summer time- features of Summer, weather symbols, observing changes in weather, heatwaves*

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Early Learning Goals	NC Areas	Year 1
• Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;	**Locational knowledge**	Learners identify the human and physical features of their school grounds. They learn the name of the UK countries.
	Place knowledge	Children build on their place knowledge of their own school grounds, zoom out to other countries in the UK and eventually compare with the Mediterranean.
	Human and physical geography	Children learn how the physical features of an area influence how humans use that area and vice versa.
	Geographical skills and fieldwork	Map skills and symbols of their school grounds. Weather symbols and how they change throughout the year (through observation).
• 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;	**Locational knowledge**	Children identify the UK countries, their capitals and surrounding seas.
	Place knowledge	Children learn about traditions in other UK countries and how they differ from their own. They will study the hazards weather poses at different points in the year and in different areas of the UK.
	Human and physical geography	Children will compare the land use of their school grounds with more national land use.
	Geographical skills and fieldwork	Map skills and symbols of their school grounds. Weather symbols and how they change throughout the year.
• 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.	**Locational knowledge**	Learners compare the local knowledge gained about their own locality with another locality: the Mediterranean.
	Place knowledge	Learners study the difference between life in their own country and other UK countries.
	Human and physical geography	Pupils compare the human and physical geography of their own country with other countries in the UK and with the Mediterranean.
	Geographical skills and fieldwork	Map skills and symbols of their school grounds. Weather symbols and how they change throughout the year.

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GEOGRAPHY - NATIONAL CURRICULUM

National Curriculum

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Aims

The national curriculum for Geography aims to ensure that all pupils:

- 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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Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

NC Objectives		Year 1	Year 2
Locational knowledge	name and locate the world's seven continents and five oceans	x	x
	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	x	
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		x
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	x	
	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		x
	use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop		x
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	x	x
	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	x	x

	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		x
	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.	x	x

Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught:

NC Objectives		Year 3	Year 4	Year 5	Year 6
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	x	x	x	x
	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	x	x		
	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)	x	x	x	x
Place knowledge	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	x	x	x	x
Human and physical geography	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		x	x	x

	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	x	x	x	x
Geographical skills and fieldwork	use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	x	x	x	x
	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	x	x	x	x
	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	x	x	x	x

GEOGRAPHY - DELIVERING THE NATIONAL CURRICULUM

Aims - The national curriculum for geography aims to ensure that all pupils:

- 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

	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

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Year 1	• In Year 1, children learn about their own locality first in order to provide a context for further regional, national and global studies. • They study their immediate locality in 'Our School', moving onto the UK and its countries/surrounding seas in 'Our Country'. • PBE (place- based education) is key here, which leverages the power of place to personalise learning to each individual.	• Year 1 learners focus on the physical processes involved in weather and climate where they live. • They learn about how the weather in each season affects how people live their daily life as well as how this changes over time. • This provides a context for studying the climate of regions other than their own throughout their Geography education.
Year 2	• Learners study the defining physical and human characteristics of their own city and Mexico City in the 'Our World- Manchester and Mexico City' unit. • They explore the issues facing Mexico City after building up an understanding of the issues facing their own locality first. • In the 'Our World- Continents and Oceans' unit, children are equipped with the global subject knowledge to begin to compare the location of future case studies to their own and begin to understand how defining physical characteristics (such as how distance from the equator affects the temperature of an area) influence human characteristics (how people's lives may be different in hot and cold areas).	• Learners also use a local case study of Blackpool in the 'Beside the Seaside' unit to study how the physical characteristics of seaside resorts influence the human characteristics e.g. tourism. • Once developing an understanding of this in a more local context, they apply this understanding to consolidate the link between physical and human characteristics of seaside resorts across the world. • They also explore how the human characteristics of an area can change over time, such as the decline and regeneration of Blackpool.
Year 3	• Learners are provided a geographical context for understanding the actions of processes in the 'Our World- Hemispheres' unit, where children will develop the contextual knowledge that an area's location has a profound impact on its physical and human characteristics. • The 'Our Country- Countries and Capitals' unit will build upon the locality-based contextual knowledge built up so far, taking a 'zoom-out' approach. • In 'Our World-Hemispheres', children will develop an appreciation for how life is different in the Arctic/Antarctic Circle and equatorial regions.	• Children learn about how physical characteristics of an area can determine the way in which that land is used in the 'Land Use' topic, demonstrating that physical and human features are interdependent, such as the type of weather and soil in an area affecting the type of crop and livestock that can be farmed there. • In the 'Our World- Europe and the Mediterranean' unit, children will learn about the interconnectedness of how the physical features of an area (warm climate, coastal) determine how appealing it is to tourists. • In the 'Our World- Hemispheres' unit, learners will understand how the globe's structure determines broader physical processes such as the seasons.
Year 4	• Learners will study the similarities and differences in both human and physical features of their own locality and that of Greece in the 'Our World- Eastern Europe' unit. Their contextual geographical knowledge that has been built up so far will be essential in allowing them to compare the two places. • The 'Somewhere to Settle' unit will allow children to understand how places have become significant over time based on their physical characteristics, such as being close to a river. This will provide a context to their understanding of the push and pull factors of both rural and urban places.	• Learners will study the physical processes involved in contributing to rainforest ecosystems in the 'Our Earth- Rainforests' unit. They will learn how humans rely on these characteristics and processes when they study the Amazon rainforest. This will be built upon by comparing the Amazon to Sherwood Forest, further highlighting how physical characteristics and processes that are specific to an area dictate how it is used by humans. • By studying deforestation, children will learn how physical characteristics of an environment can change over time due to human influence.
Year 5	• In the 'Our World- South America' unit, children will use their understanding of the physical characteristics of rainforests to deepen their appreciation of the relationship between physical processes and human characteristics of a location.	• Learners will study the immense impact plate tectonics can have in the 'Our Earth- Earthquakes and Tsunamis' unit. • This unit exemplifies how physical processes such as subduction zones can have both short term (natural disasters) and long term (shifting of continents) impacts. • Learners will use the case study of the San Andreas Fault to exemplify how physical processes can lead to changes over time. • In the 'Energy and the Environment' unit, children will study the interdependence between humans and our planet in the context of energy production, namely with non-renewable sources of energy and how once these are depleted, humans must

		find alternative, renewable sources of energy.
Year 6	• Now that children have developed their locational and place knowledge within a range of contexts, case studies are both purposeful and numerous in this year group. • The 'Our Earth- River Systems and Processes' unit will provide a secure subject knowledge basis for studying the ways in which rivers are used.	• Children's understanding of the process of coastal erosion will help them to understand how Spurn Head has changed over time. • Through studying the International Date Line and the Prime Meridian in the 'Our World- Time Zones' unit, children will appreciate how our day to day life is affected by the physical processes of our earth.

Aims - The national curriculum for geography aims to ensure that all pupils 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.

	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.
Year 1	<u>Our School</u> Learners will use their own observation through fieldwork to collect data to later represent as a map of their classroom/school. <u>Weather units</u> Through daily and weekly observations, learners will gather data throughout each weather unit and consequently the year to inform their understanding of how weather changes. They will also observe how weather can change throughout a day. <u>Our Country (Countries and Seas)</u> Learners will research through provided articles and videos the physical and human features of each of the countries in the UK.	<u>Our School</u> Learners will interpret symbols in a key. <u>Weather units</u> Learners will interpret weather forecasts and aerial photos of the UK in conjunction with weather symbols. They will interpret information from real-life weather reports online. They will look at temperature maps to get a snapshot of an area's predicted weather at the time of the forecast. <u>Our Country (Countries and Seas)</u> An atlas of the UK will be used to identify the countries in the UK, their capitals, their borders and the surrounding seas.	<u>Our School</u> Learners will describe their school using words and pictures, draw a simple map of their classroom/school, write their address and use a range of map symbols. <u>Weather</u> Learners will evidence their understanding of how geographical processes differ throughout the year by suggesting appropriate clothing for each season. <u>Our Country (Countries and Seas)</u> Learners will write at length about the different properties of the countries in the UK and use diagrams such as flags and national symbols.
Year 2	<u>Comparing Homes- Manchester and Mexico City</u> Learners will use their pre-existing knowledge to identify the human and physical features of their locality using aerial photographs and photographs. Children will gather information about Mexico City through first hand reports, videos and images.	<u>Comparing Homes- Manchester and Mexico City</u> Learners will identify their home town on a map of the UK . They will look at photographs of other localities where the human and physical features have been labelled in order to use this skill with their own locality. Learners will identify Mexico City on a map of central America. Learners will	<u>Comparing Homes- Manchester and Mexico City</u> Learners will present information about their home town and Mexico City in a factfile. They will use numerical information to persuade residents of Mexico City to make conscious choices to reduce pollution again.

	Our World - Continents and Oceans Learners will use geographical vocabulary to ask and answer questions about places, including localities which are not their own based on the data they have gathered through research. Beside the Seaside - Blackpool Learners will use maps to locate some key seaside resorts in the UK. They will plan a trip to the seaside using their subject knowledge of seaside resorts. Learners will ask questions about a place before visiting.	interpret geographical data in the form of statistics about Mexico City, such as population, area, major mountain ranges etc. Our World - Continents and Oceans Learners will use an atlas to locate the continents and seas. They will use photographs and maps to identify the different features of hot and cold areas. This will be demonstrated using a physical globe as well as the globe tool on Google Earth. Beside the Seaside - Blackpool Learners will use photographs and maps to identify key human and physical features of a coastal area. They will use a map to locate some of the main British islands.	Our World - Continents and Oceans They will use the 4 compass points to explain location. Learners will communicate their understanding of the similarities and differences between the North and South Pole using a Venn diagram. Beside the Seaside - Blackpool Learners will demonstrate their understanding of the features of seaside resorts by labelling photos with key geographical vocabulary. They will present their understanding of the human and physical features of seaside resorts in a holiday brochure.
Year 3	Land Use Learners will analyse pre-existing sketch maps in order to build up a success criteria for sketch maps. They will use their local knowledge and collect additional information from their locality to draw a simple sketch map to show buildings in their area. Learners will research different types of rural and urban land use. Our Country- Counties and Our Capital Learners will 'think like a geographer' by using contour lines to find areas of high ground and use this information to determine where the source of a river might be. Our World – Europe and the Mediterranean Learners will 'think like a geographer' by collecting a range of different maps and deciphering their purpose. They will choose which maps would be appropriate for different types of fieldwork. They will research geographical information about the Mediterranean using fact files. Our World - Hemispheres	Land Use Learners will use the GIS of Digimaps to interpret the accuracy of a sketch map of their local area. They will look at sketch maps with a range of scales and use 4 figure grid references to locate landmarks in a specific area. Our Country- Counties and Our Capital Learners will use a map to locate their own and surrounding counties as well as some of the UK's main rivers. They will find areas of high ground on a map using legends. They will use Ordnance Survey maps and 3D representations of areas of high ground. Our World – Europe and the Mediterranean Learners will interpret the function and type of information presented by a range of map types. They will use an atlas and a globe to locate the Mediterranean Sea. Our World - Hemispheres	Land Use Learners will communicate the extent to which they have geographical understanding of their own locality by drawing a simple sketch map of their local area. Children will write and speak at length about the different rural and urban land uses in the form of a presentation. Our Country- Counties and Our Capital Learners will show that they are able to compare areas of high ground using numerical information gained from maps. They will show their understanding of 8-point compass directions by describing the location of one area in relation to another. Our World – Europe and the Mediterranean Learners will communicate their understanding of the location of the Mediterranean Sea using 8-point compass direction points. They will present their geographical knowledge of the Mediterranean using a holiday brochure.

	Learners will research life in the Antarctic and Arctic Circle, hotseating life as a researcher in Antarctica to empathise with this different lifestyle.	Learners will use maps, globes and an atlas to identify the different regions of our Earth and engage with research articles to build up their subject knowledge of the human and physical features of different global regions.	<u>Our World - Hemispheres</u> Learners will show their understanding of life in the Antarctic Circle by writing at length about the physical features of this region.
Year 4	<u>Our World- Eastern Europe</u> Learners will research and analyse the difference in climate between the UK and Greece using climate graphs and tables. <u>Somewhere to Settle</u> Learners will collate information from their peers and their own experiences as to what makes a settlement successful and appealing and apply this to the context of early settlers and their needs. <u>Our Earth- Rainforests</u> Learners will accurately measure and collect information about rainfall. This will be compared with how geographers collect climate data and the equipment they use. <u>Our Earth (Water and Rivers)</u> Learners will attend a Water Workshop with United Utilities to deepen their understanding of the geographical processes involved in water cleaning on a national scale. They will also create their own filtration system.	<u>Our World- Eastern Europe</u> Learners will use an atlas to find the names of Eastern European countries and some cities within them. They will use their already acquired compass skills to sort the continent of Europe into North, East, South and West. They will use diagrams of the earth and the sun to decipher why the temperature is highest near to the equator. Learners will interpret line graphs and bar charts to compare the climate of two different locations. <u>Somewhere to Settle</u> Learners will identify transport links and land use-using Digimaps. They will use an atlas to find a route between two places. <u>Our Earth- Rainforests</u> Learners will use a globe and maps to identify and label countries where rainforests are found as well as their locational relation to the tropics. <u>Our Earth (Water and Rivers)</u> Learners will locate and name many of the world's major rivers on a map as well as naming and locating the main rivers in the UK using an atlas.	<u>Our World- Eastern Europe</u> Learners will present the similarities and differences between the human/physical features of Greece and the UK using a table. <u>Somewhere to Settle</u> Learners will demonstrate their understanding of maps by labelling the same features on an aerial photograph. <u>Our Earth- Rainforests</u> Learners will create a double page spread after researching the human impact of deforestation on the Amazon Rainforest. They will use their research and quantitative skills to include relevant facts and statistics in this. <u>Our Earth (Water and Rivers)</u> Learners will demonstrate their geographical understanding of how water is cleaned in the UK by creating a funnel microcosm of this process. They will produce a labelled diagram and a written explanation of their filtration system.

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Year 5	Energy and the Environment Learners will use a digital map to calculate the travel time between two places. Our Earth- Earthquakes and Tsunamis Learners will 'think like a geographer' by analysing data collected by seismographs. They will produce a tin can seismograph to begin to measure soundwaves in a similar way. Our World- South America Learners will interpret and create climate graphs based on data they have researched.	Energy and the Environment Learners will find the country or city of origin on a food label, providing a real life context for interpreting geographical information. They will find places related to global energy production/shortages on a blank map by comparing it to an atlas. Our Earth- Earthquakes and Tsunamis Learners will interpret scientific diagrams of our earth's internal and external structure to provide a basis for understanding the physical processes that occur there. They will label the San Andreas Fault on a world map with continents. Our World- South America Learners will gather their initial information about Brazil independently, using a range of resources to gather their subject knowledge from.	Energy and the Environment Learners will communicate their understanding of global issues by sharing reflections on their own role in reducing global resource shortages. Our Earth- Earthquakes and Tsunamis Learners will label a diagram of the structure of the earth and label plate boundaries on a world map. Our World- South America Learners will present their findings on blank maps and in different writing pieces, such as a persuasive letter to the Brazilian government.
Year 6	Trade and Economics Learners will 'think like a geographer' by collecting the UK's export data and finances for each good through research and then representing this as a bar chart, meeting the success criteria for a clear representation of data. Our World- River Systems and Processes Learners will analyse data to compare the lengths of two rivers and compare the discharge of rivers using UK examples. Our Changing World Learners will use the case study of Spurn Head to communicate data around how a coastline can change over time due to physical processes. They will study a case study of an area that has been affected by coastal erosion.	Trade and Economics Learners will interpret information from tables, pie charts, bar charts and line graphs about an area's imports/exports/proportions of these. They will translate tables with import/export data into representing this on a map by highlighting the appropriate countries. Learners will locate El Salvador on a map. They will use thematic maps for purpose (to show imports/exports). Our World- River Systems and Processes Learners will interpret and compare the cross section of a river with photographs to identify the lower, middle and upper course. They will interpret aerial photographs to identify meanders and ox-bow lakes as well as how a river changes its course over time. They will label diagrams of a meander and an ox-bow lake. Our Changing World	Trade and Economics Learners will communicate their understanding of global supply chains by showing these on a map. This will involve translating numerical date into map form. They will describe the climate and topography of El Salvador and write at length about how this influences its imports and exports. Our World- River Systems and Processes Learners will demonstrate their understanding of the types of erosion by recreating each one with rocks, sand and water. Our Changing World Through comparing aerial photographs, learners will describe how a landscape changes over time. They will show their understanding of coastal defence

		Learners will use maps of differing scales to locate Spurn Head.	strategies by writing a persuasive piece to the local council in Mappleton.

National Curriculum Progression - KS1

	Locational knowledge		**Place knowledge**	**Human and physical geography**			**Geographical skills and fieldwork**
	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*	*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 simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map* *-use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key* *-use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.*
Year 1	<u>Our Country</u> Learners will name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.		<u>Our School</u> Learners will be able to name human and physical features of their own locality which will prepare them for comparing their own locality to that of others. <u>Our Country</u>	<u>Weather (four units across the year)</u> Learners will learn about how the weather changes throughout the year by being taught a whole unit on each of the seasons which includes reflections on how the current season is similar or different to subsequent ones. <u>Our School and Our Country</u>			<u>Our School</u> Learners will study what constitutes a successful map by looking at aerial photos of the infant site and drawing a simple map of their own classroom. They will use basic map symbols alongside a map of their route to school. Learners will also use simple directional language to describe where different human and physical features of their school are in relation to one another.

		Learners will build up an understanding of the flags, national symbols, topography and climate of the different regions in the United Kingdom.	Learners will begin to identify key human features in their locality, such as houses and shops. They will think about the cities and towns that are found in the different countries of the UK.	<u>Weather (four units across the year)</u> Learners will make observations about the weather to see how it changes over time. They will use weather symbols to represent the different types of weather. <u>Our Country</u> Learners will use an atlas to identify the countries, capital cities and different seas that make up the UK.
Year 2	<u>Comparing Homes- Manchester and Mexico City</u> Learners will learn about a continent other than their own when they study Mexico City. <u>Our World- - Continents and Oceans</u> Learners will name the seven continents and the five seas. <u>Beside the Seaside (Blackpool)</u> Learners will look at sea resorts that are found in their own country, other countries in the UK and on other continents.	<u>Comparing Homes- Manchester and Mexico City</u> Learners will compare the similarities and differences in daily routines for a child in Manchester and a child in Mexico City. They will also learn about issues facing both Manchester and Mexico City and how these two places are trying to reduce the issues they are facing. <u>Our World- - Continents and Oceans</u> Building up an understanding of how climates nearer the equator are warmer and at the poles are cooler will help to inform learners' subject knowledge on why climates in other areas of the world are different. <u>Beside the Seaside (Blackpool)</u> Learners will build up an understanding of a locality close to their own (Blackpool). This case study will give them more of a basis to compare locations in the future. Additionally, studying how Blackpool has changed over time will provide learners with the initial skills required in comparing localities.	<u>Comparing Homes- Manchester and Mexico City</u> Learners will compare the climate in Manchester to the climate in Mexico City. They will begin to look at why Mexico City is warmer in relation to the equator. <u>Our World- - Continents and Oceans</u> Learners will look at the location of the equator, north and south poles. This will inform their understanding of how there are hot and cold areas in the world that are dictated by physical geography. <u>Beside the Seaside (Blackpool)</u> Learners will classify key features of coastal resorts into human and physical. The physical features of coastal resorts will begin to introduce some of the key vocabulary from the National Curriculum: cliff, beach, coast, ocean and weather. Learners will consider in which season tourists are most likely to visit coastal resorts.	<u>Comparing Homes- Manchester and Mexico City</u> Learners will identify their own home town on a map of the UK. They will identify human and physical features of different environments using aerial photographs. Learners will use a globe and an atlas to locate Mexico City and its location within Central America and the world. <u>Our World- - Continents and Oceans</u> Learners will use an atlas to locate the continents and seas. They will use compass directions to explain locations and use photographs and maps to identify different features of hot and cold areas. <u>Beside the Seaside (Blackpool)</u> Learners will use an atlas to trace along the coast and find towns, cities and villages along the coast. They will look for the nearest sea resort to Manchester. Learners will use photographs to locate key human and physical features of a coastal area and label these features using key geographical vocabulary. They will also locate some of the main British Isles using a map and plan a trip to the seaside, asking appropriate geographical questions about a place before visiting.

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	Locational knowledge			**Place knowledge**	**Human and physical geography** Describe and understand key aspects of:		**Geographical skills and fieldwork**
	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)*	*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*	*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*	*-use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world* *-use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.*
Year 3	<u>Our World- Hemispheres</u> Learners will use an atlas to locate countries found in each global region, including the two hemispheres, the Tropics, the Arctic Circle and the Antarctic Circle. They will learn about how the human and physical characteristics are different in each global region and the reasons for this. They will study the position and significance of latitude, longitude, the Equator, the hemispheres, the Tropics, the Arctic and Antarctic Circle and the Prime Meridiian. <u>Land use</u> Learners will explore the different landmarks that are found in the world's countries. They will also look at the different ways in which land is used in the UK using			<u>Our World- Hemispheres</u> Learners will study life in the Arctic Circle, Antarctic Circle and countries that are found in equatorial regions and compare each. They will understand how the physical geographical features of these reasons contribute to the different lifestyles there. <u>Land use</u> Building up a deeper understanding of their own locality through looking at the	<u>Our World- Hemispheres</u> Learners will understand how different global regions have different climate zones by comparing life in the Arctic/Antarctic Circle with countries that are found in equatorial regions. <u>Land use</u> Learners will be introduced to rural and urban settlements and how they are different in their features/why people may choose to live there. They will explore the different types of urban spaces, such as cities, towns, villages and hamlets, focussing specifically on the difference		<u>Our World- Hemispheres</u> Learners will use lines of latitude and longitude to identify the coordinates of countries around the world. They will use eight-point compass directions to compare the location of one equatorial country to another. <u>Land use</u> Learners will look at the success criteria for a sketch map and practice drawing one of their local area, including an introduction to scales and why different maps use different scales. They will use a sketch map to show what buildings there are in their locality. Learners will use 4 figure grid references to locate landmarks in a specific area. They will use digital mapping (Digi maps) to identify and find Manchester landmarks. Learners will compare

	the terms rural and urban. Learners will contextualise this by looking at the types of land use in their own locality, such as residential (houses in Whalley Range), agricultural (Platt Fields Park allotments), recreational (Alexandra Park) or commercial (Chorlton Cross). Exploring land use in the UK will expose them to their key topographical features, such as reservoirs, fields, forests, mountains and beaches. They will look at the link between key physical/topographical features and make links to how this impacts the human features, namely when studying what makes an area suited to crop or livestock farming. Our Country – Counties and Our Capital Leaners will revisit what a county is and the names of counties local to their area. They will learn the names and locations of some of the UK's main rivers. Learners will learn the names of areas of high ground in the UK. They will learn the name of the river that flows through London. They will find out who settled in London first and how it has changed since AD43. They will study about the Prime Meridian, its location in London and how it is linked to time rather than hemispheres. Our World – Europe and the Mediterranean Learners will name some European countries and the capital cities of these counties. They will be able to describe the location of the Mediterranean sea.	human features of their city (landmarks, through sketch mapping) will prepare children for comparisons with other regions. This will be bolstered by their learning about the difference between rural and urban spaces. Our Country – Counties and Our Capital Learners will identify human features of London and discuss why they are there. Our World – Europe and the Mediterranean Learners will explore how the human and physical features of the Mediterranean make it a popular tourist destination. They will consider how the lives of people who live in the Mediterranean might be different to their own,	between cities and villages. When studying rural areas, learners will identify key physical features of these areas, such as fields, forests, mountains and beaches. Our Country – Counties and Our Capital Learners will describe key aspects of a river in that they have a source on land and make course to flow into the ocean. Our World – Europe and the Mediterranean Learners will study how the Mediterranean has a different climate, making it a popular tourist destination.	the human and physical features of two maps to both identify and compare rural/urban spaces in the UK. They will also use Google Maps to identify rural and urban areas from satellite maps. Our Country – Counties and Our Capital Learners will locate their own and surrounding counties on a map of the UK. They will locate some of the UK's main rivers on a map of the UK. Learners will find areas of high ground in the UK using a range of legends. They will follow the River Thames on a map to find out where it starts and ends and use 8-point compass directions to both find and describe a location on a map. Learners will locate the Prime Meridian on a map of London. Our World – Europe and the Mediterranean Learners will identify the common features of all maps (scale, key, purpose, orientation, title etc.). They will look at the different types of maps and their functions, including weather maps and political maps. Learners will locate the Mediterranean sea on a globe and in an atlas, using 8-point compass directions to compare its location in relation to other countries too.
Year 4	Our World – Eastern Europe Learners will define what a continent is and the names of some countries in Eastern Europe. They will learn that the Russian Federation is a trans-continental country across Eastern Europe and Asia. Learners will study the environmental regions, key physical and human characteristics and major cities of Greece. Somewhere to Settle	Our World – Eastern Europe By this unit, children will have a secure geographical understanding of their own locality, allowing them to effectively compare this to Greece (as a region in a European country). They will compare human and physical features such as location, weather, language, capital	Our World – Eastern Europe Children will describe and understand the following key aspects through their study of the UK and Greece: climate zones, vegetation, mountains and land use. Somewhere to Settle Learners will look at the key human and physical features that dictate whether a	Our World – Eastern Europe Learners will use an atlas to find the names of countries and cities in Eastern Europe as well as seeing how the Russian Federation is a trans-continental country on a map. They will use compass vocabulary to divide the continent of Europe. Learners will also identify important human and physical features of the UK and Greece through research, photographs, graphs and maps. Somewhere to Settle

	Learners will study the features of a good settlement site and how these features change over time based on the settlers' needs. They will learn why people are attracted to cities and villages based on their human and physical features. <u>Our Earth- Rainforests</u> Learners will know the location of the Tropics of Cancer and Capricorn and how they relate to the location of rainforests. They will learn the names of some countries where rainforests are found. They will study the link between the Equator and the location of rainforests. Learners will study the four layers of vegetation in the rainforest and the ecosystems in each layer. They will understand how the rainforest has changed over time through deforestation. <u>Our Earth- Water and Rivers</u> Learners will study the human features of the UK in relation to water usage and how water must be cleaned before it can be drank. Through studying the water cycle and the human need for clean water, learners will be able to articulate why many cities of the world are situated near rivers.	cities, religion, topography etc. <u>Somewhere to Settle</u> Learners will study the similarities and differences between land use in different places. <u>Our Earth- Rainforests</u> Learners will study how a tropical climate generally differs from their own and what the weather is usually like in a tropical climate. They will research the similarities and differences between Sherwood Forest and the Amazon rainforest. <u>Our Earth- Water and Rivers</u> Learners will study how flooding affects communities other than their own.	settlement is successful or not, as well as the key human and physical features that attract people to an already established settlement. <u>Our Earth- Rainforests</u> Learners will study how rainforests are biomes, the structure of vegetation in the rainforest, tropical climate and how the rainforest is used by humans, altering its land use and contributing to the distribution of natural resources. <u>Our Earth- Water and Rivers</u> Learners will study the main events in the water cycle as evaporation, condensation and precipitation. They will understand that the water cycle is continuous. This unit will focus on the distribution of water as a natural resource.	Learners will sort settler's needs by importance. They will identify transport links and land use on a map, helping them to justify why people choose to settle in certain places. They will use an atlas to find a route between two places. Learners will label the same features on an aerial photograph on a map. They will collect field notes on their local area to draw their own map. <u>Our Earth- Rainforests</u> Learners will use an atlas to locate countries in which rainforests are found, and then label a map to show these countries and their rainforest regions. They will accurately measure and collect information about rainfall in their locality to compare it to that of rainforests, <u>Our Earth- Water and Rivers</u> Learners will locate and name many of the world's major rivers on a map as well as a recap of those in the UK.
Year 5	<u>Energy and the Environment</u> Learners will place their knowledge into a global context when they learn about why foods and imported/exported and what food miles are. They will locate the world's countries in the context of trade. <u>Our Earth- Earthquakes and Tsunamis</u> Learners will know the names of some of the tectonic plates and plate boundaries that make up the Earth and study how this leads to topographical features specific to plate boundaries. They will learn how the physical geography of an earthquake-prone region can lead to changes in human geography, such as reinforced buildings.	<u>Energy and the Environment</u> Learners will study some examples of food that is produced in the UK, which will deepen their understanding of the need to import/export goods to other countries as the human, and physical geography will be different there. They will understand that food shortage is a global problem and study the reasons for food shortage in a Southern American country. <u>Our Earth- Earthquakes and Tsunamis</u>	<u>Energy and the Environment</u> Learners will study how natural resources can be harvested to produce energy. They will study the main stages of electricity distribution and the main methods of power generation used in the UK. Learners will describe ways in which to reduce water, food and energy wastage. <u>Our Earth- Earthquakes and Tsunamis</u> Learners will learn the names and details of the layers that make up the earth, providing them with the subject knowledge to understand how volcanoes and earthquakes occur. They will learn how	<u>Energy and the Environment</u> Learners will use a digital map to calculate the distance and travel time between two places. They will find the country or city of origin on a food label. Learners will reflect on their own role in reducing resource shortages across the world. They will also find a Southern American country on a blank map by comparing it to an atlas. <u>Our Earth- Earthquakes and Tsunamis</u> Learners will label a diagram of the structure of the Earth and label plate boundaries on a world map. Learners will demonstrate how seismometers work by making one themselves. They will locate the San Andreas fault on a world map of continents.

	Our World – South America Learners will focus on South America and specifically Brazil in this unit. They will be able to recite the key physical and human characteristics as well as name some of the major cities. They will be able to identify different land use types based on people's needs in certain areas.	Learners will study different plates on our Earth, such as the Indo-Australia and Nazca plate, and learn how different countries are affected by their physical geography. For example, children will learn the name and location of the San Andreas fault and how its location is significant for the landscape and people of California. Learners will explore the damage that earthquakes can cause, how to stay safe in the instance of one and how people adapt to live in earthquake-prone areas. Our World - South America Learners will build up an in-depth understanding of the key human and physical features of Brazil, including reasons for some people living below the poverty line and how the weather/climate affects people who live there.	earthquakes are formed, measured and recorded. Our World- South America This topic will cover climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography. Human geography: settlement, land use, economic activity and the impact of human on physical geography.	Our World- South America Pupils will label major cities on a world map, draw a climate graph and draw conclusions from it.
Year 6	Trade and Economics Through understanding that different regions of the world have different human/physical characteristics and key topographical features, learners will be able to articulate why countries may need to import goods and give some examples of goods imported to and from the UK. They will also be able to give examples of countries that the UK exports to and imports from. The terms equator and tropics will be revisited to locate El Salvador. Learners will study Fairtrade, examples of goods that are fairly traded and why Fairtrade products cost consumers more. They will also study how trade took place in Victorian and Tudor times to see how this	Trade and Economics Learners will study how a country's human and physical geography determines its highest value export in the context of El Salvador. They will describe the climate and topography of this region to discover why it imports/exports the goods it does. Learners will study the goods traded between the UK and El Salvador.	Trade and Economics Learners will be able to define what trading is and what makes trade global. They will be able to define the difference between imports and exports.	Trade and Economics Learners will be able to show a global supply chain on a map. They will be able to locate some of the countries that the UK exports to and imports from on a world map. Learners will be able to locate El Savador on a map and use thematic maps for purpose.

	has changed over time. <u>Our World (River Systems and Processes)</u> Learners will learn how key physical topographical features related to rivers have changed over time, namely due to the processes of deposition and the four processes of erosion. They will learn how meanders and oxbow lakes are formed. <u>A Changing World</u> Learners will understand how physical, chemical and biological weathering changes a landscape over time. They will learn how erosion changes rocks, namely along the coast. They will understand that these processes give rise to features that are specific to coastlines, such as stumps, arches and caves.	<u>A Changing World</u> Learners will study the physical features of another region of the United Kingdom to learn the features of a coastline and how erosion/deposition changes the look of a coastline. They will look at Old Harry's Rocks, the Holderness coastline, Mappleton and Hornsea. Learners will study how Spurn Head has changed over time. They will look at how Holderness has been affected by coastal erosion, the risks this poses and coastal defence strategies that have been put in place.	<u>Our World (River Systems and Processes)</u> Learners will be able to describe and understand where the source of a river is found and features of the upper, middle and lower courses of a river. Learners will also study how waterfalls are formed and ways that rivers are used. <u>A Changing World</u> Learners will discover how coastlines and their features were created and the reasons for how they change over time. They will also look at how the types of settlements found along UK coastlines may be different.	<u>Our World (River Systems and Processes)</u> Learners will be able to identify meanders and oxbow lakes from aerial photographs as well as being able to label a diagram of both features. They will be able to use fieldwork to compare the lengths and discharge of two rivers. <u>A Changing World</u> Learners will identify the similarities and differences in photographs of a landscape taken over time. They will locate Spurn Head on maps of different scales. They will study different coastal regions in the UK.

GEOGRAPHY - NATIONAL CURRICULUM STRAND PROGRESSION

KEY STAGE ONE

1. **Locational knowledge**

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Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
Learners will be able to sketch a basic map of their environment so that they are introduced to maps prior to later units.		Learners will be able to name and locate the four countries and capital cities of the United Kingdom and its surrounding seas.	Learners will be able to locate Mexico City on another continent, introducing the idea that our Earth has more than one continent.	Learners will be able to name the seven continents and the five oceans.	Learners will know that there are other seaside resorts than Blackpool, found around the coasts of the UK. They will be able to name the seas surrounding these resorts.	**name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas** **name and locate the world's seven continents and five oceans**

2. Place knowledge

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
Learners will know the human and physical features of their school to prepare them for comparing their own locality to that of others.		Learners will learn the characteristics of the four countries of the UK, again preparing them to compare their own locality to that of others. They will know that the countries in the UK have different characteristics and compare these.	Learners will be able to compare the similarities and differences in daily routines for a child in Manchester and a child in Mexico City (a contrasting non-European country). They will also know that there are issues facing both Manchester and Mexico City and how these two places are trying to reduce the issues they are facing.	Learners will know that areas near the equator are warmer and the poles are cooler. This will prepare them for understanding why climates in other areas of the world are different.	Learners will be able to describe the features of and changes in a small area of the United Kingdom close to their own (Blackpool). This case study will give them more of a basis to compare locations in the future. Additionally, studying how Blackpool has changed over time will provide learners with the initial skills required in comparing localities.	**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**

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3. Human and physical geography

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content
Learners will know the seasonal weather patterns associated with Autumn, including using weather symbols and observing changes in weather. Key vocabulary from the National Curriculum: office, shop, city, town	Learners will know the seasonal weather patterns associated with Winter and Spring, including using weather symbols and observing changes in weather	Learners will know the seasonal weather patterns associated with Summer, including using weather symbols and observing changes in weather.	Learners will compare the climate in Manchester to the climate in Mexico City. They will begin to look at why Mexico City is warmer in relation to the equator. Key vocabulary from the National Curriculum: forest, hill, river, valley Key vocabulary from the National Curriculum: city, town, shop	Learners will know the location of the equator, north and south poles. This will inform their understanding of how there are hot and cold areas in the world that are dictated by physical geography.	Learners will classify key features of coastal resorts into human and physical. The physical features of coastal resorts will begin to introduce some of the key vocabulary from the National Curriculum: cliff, beach, coast, ocean and weather. Learners will consider in which season tourists are most likely to visit coastal resorts Key vocabulary from the National Curriculum: harbour, shop, port	**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**

4. Geographical skills and fieldwork

Year 1 Aut	Year 1 Spr	Year 1 Sum	Year 2 Aut	Year 2 Spr	Year 2 Sum	NC Content

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Learners will know what constitutes a successful map and will look at globes to understand that maps are flat.	Learners will be able to use a weather map.	Learners will be able to use an atlas to locate the countries of the UK. Learners will be able to use an atlas to locate the surrounding seas of the UK.	Learners will be able to use an atlas to mark Manchester on a map of the UK. Learners will be able to use an atlas to mark Mexico CIty on a world map.	Learners will be able to use a world map to identify continents and oceans.	Learners will be able to use an atlas to find towns, cities and villages along the coast. Learners will be able to locate Blackpool on a map of the UK.	**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**
Learners will use early directional language to describe a route and the features of their school site.		Learners will use directional language to describe the location of the countries in the UK and the seas surrounding them. Maps of the UK will include a compass and this language will begin to be used.e.g. North Sea, Northern Ireland.		Learners will know that a compass has North, East, South and West. They will be able to use the four point compass directions to explain location.		**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**

Learners will be able to identify human and physical features from an aerial photo of the infant site. They will know that aerial photos show different features than a sketch map, Learners will be able to construct a simple map of their immediate locality including key and symbols.	Learners will know what different weather map symbols represent.	Learners will know what different weather map symbols represent.		Learners will be able to identify the features of hot and cold areas in the world by looking at aerial photographs of Antarctic and Arctic areas and of the Sahara/other dry/arid climates.	Learners will be able to identify features of seaside resorts around the globe by looking at aerial photos. They will be able to compare the similar features using aerial photos of Blackpool.	**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**
Learners will be able to use basic map symbols alongside a map of their route to school. Learners will also use simple directional language to describe where different human and physical features of their school are in relation to one another.	Learners will be able to explain the local physical features of their environment in the context of local weather.	Learners will be able to explain the local physical features of their environment in the context of local weather.	Learners will be able to compare landmarks and issues facing Manchester and Mexico City through observational fieldwork.			**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**

KS2

1. Locational knowledge

Year 3 Aut	Year 3 Spr	Year 3 Sum	Year 4 Aut	Year 4 Spr	Year 4 Sum	NC Content

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Learners will locate the key physical and human characteristics of different areas in relation to land use.	Learners will locate the countries found in the North and South hemisphere and how their features are different.	Learners will identify their own and surrounding counties as well as the location of their own capital. They will know Mediterranean countries and their capitals.	Learners will define a continent and use maps to focus on Europe. They will identify countries in Eastern Europe and identify Russia as a trans-continental country. They will compare human and physical features of their own locality with Greece.	Learners will identify how major cities began within the context of settlements.	Learners will identify South American countries on a map and learn that those with rainforests are between the tropics. They will identify Sherwood forest on a map.	**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**
Year 5 Aut	**Year 5 Spr**	**Year 5 Sum**	**Year 6 Aut**	**Year 6 Spr**	**Year 6 Sum**	**NC Content**
-	Learners will locate Brazil on a world map and the surrounding countries, building on their Year 4 knowledge.	Learners will use world maps to visualise imports and exports between countries and develop their knowledge of food miles.	Learners will build on their world country knowledge by identifying global supply chains using maps.	Learners will look at the key physical characteristics of rivers and locate main rivers on maps. They will look at a coastal erosion case study and examine how maps can change over time.	Learners will develop their skill of locating world countries when studying time zones. They will learn which countries fall into certain map sections: *Arctic and Antarctic circles, lines of longitude and latitude, the International Date Line and Prime Meridian, daylight hours across the world.*	**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**

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Year 3 Aut	Year 3 Spr	Year 3 Sum	Year 4 Aut	Year 4 Spr	Year 4 Sum	NC Content
Learners will identify how topographical features, human and physical characteristics contribute to land use, using local examples to make this concrete. They will learn the names of some cities and villages in the UK.	Learners will know how human and physical characteristics and key topographical features differ based on whether an area is in the North or South hemisphere.	Learners will be able to name their own and surrounding counties, main UK rivers, areas of high ground in the UK and its relation to the Prime Meridian.	Learners will look at human and physical features of the UK in order to compare them to a country in Eastern Europe (Greence).	Learners will know the features of a good settlement site and why some settlements in the UK are situated where they are. They will know the relationship between human/physical features and land use.	Learners will identify Sherwood forest and the county it is in. They will look at the human/physical geography of Sherwood forest in order to compare it to another locality; the Amazon rainforest. Learners will know how water is processed in the UK and how physical features can make a UK area more or less prone to flooding.	**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**
Year 5 Aut	**Year 5 Spr**	**Year 5 Sum**	**Year 6 Aut**	**Year 6 Spr**	**Year 6 Sum**	**NC Content**

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-	Learners will compare features of their own locality and their country to those of South America.	Learners will know methods of power generation and distribution in the UK and how physical characteristics can dictate which renewable energy sources are available.	Learners will learn about the human geography of the UK within the context of trade and economics. They will learn about UK imports and exports and how this has changed since the Victorian times.	Learners will recap main UK rivers and understand the topographical impacts of changing rivers. They will learn how rivers change and the different sections of UK rivers. Learners will understand that the Holderness coastline is eroding and will know reasons for this and the impact it has on the people who live there.	Learners will look at the Prime Meridian in the UK and understand why different countries have different time zones to the UK.	**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**

Year 3 Aut	Year 3 Spr	Year 3 Sum	Year 4 Aut	Year 4 Spr	Year 4 Sum	NC Content
-	Learners will use an atlas to locate countries found in each global region, including the two hemispheres, the Tropics, the Arctic Circle and the Antarctic Circle. They will learn about how the human and physical characteristics are different in each global region and the reasons for this. They will study the position and significance of latitude,	Learners will study about the Prime Meridian, its location in London and how it is linked to time rather than hemispheres.	Learners will know that the temperature in Greece is higher than in the UK due to its closer proximity to the equator. They will begin to understand why the Arctic and Antarctic circles are the coldest places on Earth.	-	Learners will know the location of the Tropics of Cancer and Capricorn and how they relate to the location of rainforests.	**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)**

	longitude, the Equator, the hemispheres, the Tropics, the Arctic and Antarctic Circle and the Prime Meridian.					
Year 5 Aut	**Year 5 Spr**	**Year 5 Sum**	**Year 6 Aut**	**Year 6 Spr**	**Year 6 Sum**	**NC Content**
-	Learners will identify how Brazil's proximity to the equator and its position between the tropics will lead to certain features.	Learners will know where the Earth's tectonic plates are and how this relates to other global regions.	-	-	Learners will know how and why there are time zones, that some countries have more than one time zone, Arctic and Antarctic circles, lines of longitude and latitude, the International Date line, Prime Meridian and daylight hours around the world.	**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)**

2. Place knowledge

Year 3 Aut	**Year 3 Spr**	**Year 3 Sum**	**Year 4 Aut**	**Year 4 Spr**	**Year 4 Sum**	**NC Content**

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Building up a deeper understanding of their own locality through looking at the human features of their city (landmarks, through sketch mapping) will prepare children for comparisons with other regions. This will be bolstered by their learning about the difference between rural and urban spaces.	Learners will study life in the Arctic Circle, Antarctic Circle and countries that are found in equatorial regions and compare each. They will understand how the physical geographical features of these reasons contribute to the different lifestyles there.	Learners will identify human features of London and discuss why they are there. Learners will explore how the human and physical features of the Mediterranean make it a popular tourist destination. They will consider how the lives of people who live in the Mediterranean might be different to their own,	By this unit, children will have a secure geographical understanding of their own locality, allowing them to effectively compare this to Greece (as a region in a European country). They will compare human and physical features such as location, weather, language, capital cities, religion, topography etc.	Learners will study the similarities and differences between land use in different places.	Learners will study how a tropical climate generally differs from their own and what the weather is usually like in a tropical climate. They will research the similarities and differences between Sherwood Forest and the Amazon rainforest. Learners will study how flooding affects communities other than their own.	**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**
Year 5 Aut	**Year 5 Spr**	**Year 5 Sum**	**Year 6 Aut**	**Year 6 Spr**	**Year 6 Sum**	**NC Content**
-	Learners will build up an in-depth understanding of the key human and physical features of Brazil, including reasons for some people living below the poverty line and how the weather/climate affects people who live there.	Learners will study different plates on our Earth, such as the Indo-Australia and Nazca plate, and learn how different countries are affected by their physical geography. For example, children will learn the name and location of the San Andreas fault and how its location is significant for the landscape and people of California. Learners will explore the damage that earthquakes can cause, how to stay safe in the instance of one and how	Learners will study how a country's human and physical geography determines its highest value export in the context of El Salvador. They will describe the climate and topography of this region to discover why it imports/exports the goods it does. Learners will study the goods traded between the UK and El Salvador.	Learners will study the physical features of another region of the United Kingdom to learn the features of a coastline and how erosion/deposition changes the look of a coastline. They will look at Old Harry's Rocks, the Holderness coastline, Mappleton and Hornsea. Learners will study how Spurn Head has changed over time. They will look at how Holderness has been affected by coastal erosion, the risks this	Learners will study areas affected by volcanic activity and how this is caused by the differences in physical features.	**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**

		people adapt to live in earthquake-prone areas. Learners will study some examples of food that is produced in the UK, which will deepen their understanding of the need to import/export goods to other countries as the human, and physical geography will be different there. They will understand that food shortage is a global problem and study the reasons for food shortage in a Southern American country.		poses and coastal defence strategies that have been put in place.		

3. Human and physical geography

Year 3 Aut	Year 3 Spr	Year 3 Sum	Year 4 Aut	Year 4 Spr	Year 4 Sum	NC Content

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Learners will be introduced to rural and urban settlements and how they are different in their features/why people may choose to live there. They will explore the different types of urban spaces, such as cities, towns, villages and hamlets, focussing specifically on the difference between cities and villages. When studying rural areas, learners will identify key physical features of these areas, such as fields, forests, mountains and beaches.	Learners will understand how different global regions have different climate zones by comparing life in the Arctic/Antarctic Circle with countries that are found in equatorial regions.	Learners will describe key aspects of a river in that they have a source on land and make course to flow into the ocean. Learners will study how the Mediterranean has a different climate, making it a popular tourist destination.	Children will describe and understand the following key aspects through their study of the UK and Greece: climate zones, vegetation, mountains and land use.	Learners will look at the key human and physical features that dictate whether a settlement is successful or not, as well as the key human and physical features that attract people to an already established settlement.	Learners will study how rainforests are biomes, the structure of vegetation in the rainforest, tropical climate and how the rainforest is used by humans, altering its land use and contributing to the distribution of natural resources. Learners will study the main events in the water cycle as evaporation, condensation and precipitation. They will understand that the water cycle is continuous. This unit will focus on the distribution of water as a natural resource.	**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**
Year 5 Aut	**Year 5 Spr**	**Year 5 Sum**	**Year 6 Aut**	**Year 6 Spr**	**Year 6 Sum**	**NC Content**
-	This topic will cover climate zones, mountains, seas, coasts, rivers, and the impact of physical on human geography. Human geography: settlement, land use, economic activity and the impact of human on physical geography.	Learners will study how natural resources can be harvested to produce energy. They will study the main stages of electricity distribution and the main methods of power generation used in the UK. Learners will describe ways in which to reduce water, food and energy wastage.	Learners will be able to define what trading is and what makes trade global. They will be able to define the difference between imports and exports.	Learners will be able to describe and understand where the source of a river is found and features of the upper, middle and lower courses of a river. Learners will also study how waterfalls are formed and ways that rivers are used. Learners will discover how coastlines and their features were created and the reasons for how they change over time.	Learners will know how mountains and volcanoes are formed.	**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**

				They will also look at how the types of settlements found along UK coastlines may be different.		**natural resources including energy, food, minerals and water**

4. Geographical skills and fieldwork

Year 3 Aut	Year 3 Spr	Year 3 Sum	Year 4 Aut	Year 4 Spr	Year 4 Sum	NC Content
Learners will look at the success criteria for a sketch map and practice drawing one of their local area, including an introduction to scales and why different maps use different scales. They will use a sketch map to show what buildings there are in their locality. Learners will use 4 figure grid references to locate landmarks in a specific area. They will use digital mapping (Digi maps) to identify and find Manchester landmarks. Learners will compare the human and physical features of two maps to both identify and compare rural/urban spaces in the UK. They will also use Google Maps to identify rural	Learners will use lines of latitude and longitude to identify the coordinates of countries around the world. They will use eight-point compass directions to compare the location of one equatorial country to another.	Learners will locate their own and surrounding counties on a map of the UK. They will locate some of the UK's main rivers on a map of the UK. Learners will find areas of high ground in the UK using a range of legends. They will follow the River Thames on a map to find out where it starts and ends and use 8-point compass directions to both find and describe a location on a map. Learners will locate the Prime Meridian on a map of London. Learners will identify the common features of all maps (scale, key, purpose, orientation, title etc.). They will look at the different types of maps and their functions,	Learners will use an atlas to find the names of countries and cities in Eastern Europe as well as seeing how the Russian Federation is a trans-continental country on a map. They will use compass vocabulary to divide the continent of Europe. Learners will also identify important human and physical features of the UK and Greece through research, photographs, graphs and maps.	Learners will sort settler's needs by importance. They will identify transport links and land use on a map, helping them to justify why people choose to settle in certain places. They will use an atlas to find a route between two places. Learners will label the same features on an aerial photograph on a map. They will collect field notes on their local area to draw their own map.	Learners will use an atlas to locate countries in which rainforests are found, and then label a map to show these countries and their rainforest regions. They will accurately measure and collect information about rainfall in their locality to compare it to that of rainforests. Learners will locate and name many of the world's major rivers on a map as well as a recap of those in the UK.	**use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** **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.** **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**

and urban areas from satellite maps.		including weather maps and political maps. Learners will locate the Mediterranean sea on a globe and in an atlas, using 8-point compass directions to compare its location in relation to other countries too.				

Year 5 Aut	Year 5 Spr	Year 5 Sum	Year 6 Aut	Year 6 Spr	Year 6 Sum	NC Content
-	Pupils will label major cities on a world map, draw a climate graph and draw conclusions from it.	Learners will label a diagram of the structure of the Earth and label plate boundaries on a world map. Learners will demonstrate how seismometers work by making one themselves. They will locate the San Andreas fault on a world map of continents. Learners will use a digital map to calculate the distance and travel time between two places. They will find the country or city of origin on a food label. Learners will reflect on their own role in reducing resource shortages across the world. They will also find a Southern American country on a blank map	Learners will be able to show a global supply chain on a map. They will be able to locate some of the countries that the UK exports to and imports from on a world map. Learners will be able to locate El Savador on a map and use thematic maps for purpose.	Learners will be able to identify meanders and oxbow lakes from aerial photographs as well as being able to label a diagram of both features. They will be able to use fieldwork to compare the lengths and discharge of two rivers. Learners will identify the similarities and differences in photographs of a landscape taken over time. They will locate Spurn Head on maps of different scales. They will study different coastal regions in the UK.	Learners will identify global regions on a world map, such as the tropics. They will identify plate tectonics on a world map.	**use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied** **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.** **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**

		by comparing it to an atlas.				**United Kingdom and the wider world**