

SOUND & DISTRICT PRIMARY SCHOOL

Whole School Geography Progression Map,
Substantive Knowledge & Disciplinary Concepts
2024-2025



Who is this document for?

This progression has been made to help both Class Teachers and the Geography Subject Lead.

For Class Teachers this progression document allows teachers to clearly see what has already been covered in the previous year, the areas which are to be covered in the current year but also where learning continues into the next year. This progression document allows us to see how topics are developed over time and built on, as well as exact key knowledge that children must know in each unit and each class.

In addition to the above, it also allows the Geography Subject Lead to know when topics are being taught, which resources may be needed across the school at a particular time and also help with monitoring of key knowledge and coverage for triangulation.

Aims in Geography

Why do students at Sound & District need to study Geography?

A high-quality Geography education inspires in pupils a curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. It is essential for pupils at Sound & District to develop their knowledge of diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes, in order for them to understand and thrive in the world around them. Global and environmental issues are of growing importance in our society; hence, a rich and engaging Geography education that enables pupils to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments and how they change over time, is of utmost importance.

When young people do not have a deep understanding of different cultures, this can sometimes manifest itself in intolerance. By studying Geography, pupils will understand how the world is a global stage and they are global citizens on this platform. Pupils will learn how Geography plays a significant role in politics, explore the movement of people and goods and how this shapes society today, and that this is dynamic due to the ever-changing political landscape. As a result of a dynamic, varied and broad curriculum, pupils will become more knowledgeable and 'worldly' in their views, forming the platform of developing in to global citizen.

What are the aims for your curriculum?

At Sound & District, we align the National Curriculum for Geography as we recognise that this provides pupils with a well-rounded geographical understanding of both Human and Physical Geography and interweaves the skills necessary to become successful Geographers and active, global citizens.

Therefore, all Sound & District pupils will be able to:

- Develop contextual knowledge of the location of globally significant places
- Explain the physical (nature) and human (man-made) geographical features of the world.
- Explain how human and physical factors are interdependent and how they bring about spatial variation and change over time
- Explain the causes and impacts of climate change around the world and understand their role in combatting this
- Explain the connections with history and understand how a country's natural resources often shapes their society, culture and relationship with the rest of the world.
- Develop competence in geographical skills including, collecting, analysing, and interpretation 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 mediums, including through maps, numerical and quantitative skills and writing at length.

How does the Geography curriculum support the whole school curriculum aims?

- To promote a love of reading, and improve vocabulary acquisition.
 - Within Geography, students are exposed to a range of written news articles and scientific reports, relating to current geographical events. Additionally, pupils are supported in learning key, tier-three vocabulary through use of knowledge organisers, keyword glossaries and vocabulary maps.
- To promote cultural capital by teaching students a board range of knowledge, which exposes them to the best that has been said and thought throughout history.
 - Within the Geography curriculum, pupils are taught about a range of key significant geographical events within both physical and human geography units including natural disasters of global importance, establishments of key organisations, and political changes of countries as well as keeping up to date with cutting edge evidence and research on issues such as climate change. Additionally, learning extends beyond the classroom with a range of fieldwork trips and afterschool geography enrichment clubs.
- To develop students into global citizens by supporting them to develop outstanding character and to engage with education and the wider world responsibly and with curiosity.
 - Within the Geography curriculum, this is exemplified by ensuring pupils are aware of their responsibilities within the local, national and international context and are exposed to other young people who are being real leaders in raising awareness of globally significant issues.

What values underpin the curriculum content?

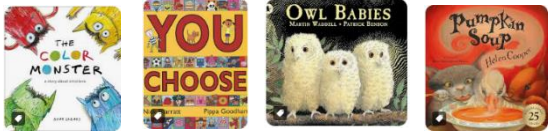

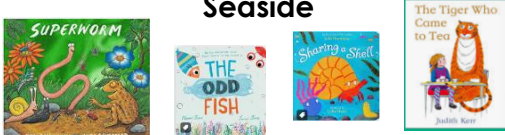






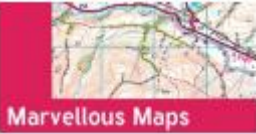


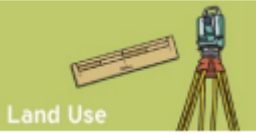





- Tolerance and appreciation of other cultures and societies
- Recognising difference between groups of people and their beliefs and cultures
- Appreciation and desire to protect the natural environment


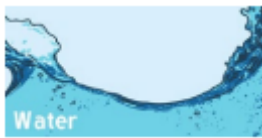


- Citizenship to develop an understanding of inequality around the world and pupils' responsibilities at a local, national and international level
- Service and duty to fulfil responsibilities as a global citizen
- Respecting the British Values of Democracy and how the decisions and laws of the government can impact our environment

What links to careers can be made within the Geography Curriculum?



Geography is a strong and varied discipline that develop pupils' critical thinking, global awareness and problem-solving abilities. It enables pupils to explore issues within the natural world and provide solutions to these issues. These skills and values that are developed throughout the study of Geography can provide a solid foundation for many future careers including, and not limited to:




- Cartographer
- Climate change researcher/scientist
- Commercial/residential surveyor
- Ecologist
- Farm/estate manager
- International Development Officer
- Nature conservation officer
- Oceanographer
- Planning and development surveyor
- Town planner
- Recycling officer
- Air traffic controller
- Foreign/travel writer
- Freight forwarder
- Logistics and distribution manager
- Marine Biologist
- Navigator (Naval)
- Pilot
- Tourism officer
- Transport Planner
- Travel consultant




Class	Autumn	Spring	Summer
EYFS (Reception)	Marvellous Me & Terrific Tales 	Super Space & Step into Nature 	Amazing Animals & Fun at the Seaside 
Emerald (Y1)	Our School 	Wonderful Weather 	Our Country 
Ruby (Y2)	What a Wonderful World 	Sensational Safari 	Beside the Seaside 
Opal (Y3/4) YEAR B (23/24)	Marvellous Maps 	All Around The World 	Eastern Europe 
Opal (Y3/4) YEAR C (24/25)	Land Use 	Rainforests 	Extreme Earth 
Topaz (Y4/5) YEAR B (23/24)	Enough For Everyone 	Magnificent Mountains 	What's It Like In Cheshire? 




Topaz (Y4/5) YEAR C (24/25)	Somewhere to Settle 	Water 	Raging Rivers 
Onyx (Y6)	Trade & Economics 	Amazing Americas 	Our Changing World 




Class/ Year Gr	Autumn Term	Spring Term	Summer Term
Diamond (Rec)	<p><u>Past and Present (History)</u></p> <ul style="list-style-type: none"> • During dedicated talk time, listen to what children say about their family. • Encourage children to share pictures of their family and listen to what they say about the pictures. • Talk about people that the children may have come across within their community, such as delivery and shop staff, hairdressers, etc. • Present children with pictures, stories, artefacts and accounts from the past. • Show images of familiar situations in the past, such as homes and schools <p><u>People and Places (Geography)</u></p> <ul style="list-style-type: none"> • Draw children's attention to the immediate environment, introducing and modelling new vocabulary where appropriate. • Use images, video clips, shared texts and other resources to bring the wider world into the classroom. • Listen to what children say about what they see. • Share non-fiction texts that offer an insight into contrasting environments <p><u>Culture and Communities (RE)</u></p> <ul style="list-style-type: none"> • Celebrate Diwali and Christmas with in class. Children, explaining why these times are special to different religions. <p><u>The Natural World (Science)</u></p> <ul style="list-style-type: none"> • Provide children with have frequent opportunities for outdoor play and exploration. • Encourage interactions with the outdoors to foster curiosity and give children freedom to touch, smell and 	<p><u>Past and Present (History)</u></p> <ul style="list-style-type: none"> • Share information about your own family, giving children time to ask questions or make comments. • Listen to what children say about their own experiences with people who are familiar to them. • Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. • Show images of familiar situations in the past, such as homes, schools, transport and clothing. • Offer opportunities for children to begin to organise events using basic chronology. • Using examples from real life and from books, show children how there are many different families. <p><u>People and Places (Geography)</u></p> <ul style="list-style-type: none"> • Look at aerial views of the school setting, encouraging children to comment on what they notice, recognising buildings, open space, roads and other simple features. • Teach children about places in the world that contrast with locations they know well. • Teach children about a range of contrasting environments within both their local and national region. • Children communicate their understanding of their own environment and contrasting environments through conversation and in play. <p><u>Culture and Communities (RE)</u></p> <ul style="list-style-type: none"> • Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible. 	<p><u>Past and Present (History)</u></p> <ul style="list-style-type: none"> • <u>Interpretations of History:</u> Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical importance. Include a focus on the lives of both women and men. Is this building from the past or present? • <u>Communication:</u> Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. • <u>Chronological Understanding:</u> Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born. • <u>Historical Enquiry:</u> Understand and use the term 'past' and 'present' <p><u>People and Places (Geography)</u></p> <ul style="list-style-type: none"> • <u>Locational & Place Knowledge:</u> Familiarise children with the name of the road, and or village/ town/city the school is located in. • Use relevant, specific vocabulary to describe contrasting locations. • Avoid stereotyping and explain how children's lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. • <u>Human & Physical Geography:</u> Model the vocabulary needed to name specific features of the world, both natural and made by people. <u>Geographical Skills & Fieldwork:</u> Offer opportunities for children to choose to




	<p>hear the natural world around them during hands on experiences.</p>  <p>Past and Present</p> <ul style="list-style-type: none"> • Talk about members of their immediate family and community. • Name and describe people who are familiar to them. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways <p>The Natural World</p> <ul style="list-style-type: none"> • Explore the natural world around them. Describe what they see, hear and feel whilst outside. 	<ul style="list-style-type: none"> • Help children to begin to build a rich bank of vocabulary with which to describe their own lives and the lives of others. <p>The Natural World (Science)</p> <ul style="list-style-type: none"> • Create opportunities to discuss how we care for the natural world around us. • Offer opportunities to sing songs and join in with rhymes and poems about the natural world. • Observe and interact with natural processes, such as ice melting, an object casting a shadow and a magnet attracting an object.  <p>Past and Present</p> <ul style="list-style-type: none"> • Comment on images of familiar situations in the past. • Compare and contrast characters from stories, including figures from the past. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> • Draw information from a simple map. • Recognise some similarities and differences between life in this country and life in other countries. <p>The Natural World</p> <ul style="list-style-type: none"> • Recognise some environments that are different to the one in which they live. • Understand the effect of changing seasons on the natural world around them 	<p>draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.</p> <p>Culture and Communities (RE)</p> <ul style="list-style-type: none"> • Take children to places of worship and places of local importance to the community. • Invite visitors from different religious and cultural communities into the classroom to share their experiences with children • Encourage children to use vocabulary learnt to describe their own lives and lives of others. <p>The Natural World (Science)</p> <ul style="list-style-type: none"> • Identify & Classify: After close observation, draw pictures of the natural world, including animals and plants and name them. • Observe, Measure & Pattern Spot: Observe and interact with natural processes, such a sound causing a vibration, light travelling through transparent material and a boat floating on water. • Question & Enquire: Ask simple questions. • Investigate: Observe and discuss simple tests. Record, Report and Draw Conclusions: Talk about the conclusions of simple tests and record as a group.
<p>Emerald (Y1)</p>	<p>Our School</p> <p><i>This Our School unit will teach your KS1 geography class about the world, starting with their immediate environment and building on the firm foundations from the Early Years Foundation Stage. Children will explore their school environment using first-hand observation and experience to enhance their awareness along with essential map skills and fieldwork.</i></p> <p>Key knowledge</p> <ul style="list-style-type: none"> • begin to recognise familiar places in their local area; • write an address appropriately; • use maps and plan a route; • use simple compass directions (NESW); • use aerial photographs to recognise basic human and physical features; • recognise basic map symbols and begin to understand the need for a key; • use simple fieldwork skills to study the geography of the school; • make simple observations about the geography of the classroom and school; • ask simple geographical questions. • use different maps and understand the key features of maps; • use compass directions (NESW), locational and directional language; • make comparisons between features of different places; • compare distances; • use map symbols in a key; • plan a route giving reasons for choice; • use fieldwork skills appropriately; • make observations about the school using description; 	<p>Wonderful weather</p> <p><i>This Wonderful Weather unit will teach your class about the different types of weather in their immediate environment. The children will then have the opportunity to build on this and knowledge of the four seasons. The pack will introduce them to hot and cold areas of the world and the impact of different weather types. Children will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing, Numeracy and Literacy from across the curriculum.</i></p> <p>Key knowledge</p> <ul style="list-style-type: none"> • Name weather types in the UK. • Identify daily changes in weather. • Identify seasonal changes across a year. • Recognise weather symbols. • Use world maps and globes to identify the UK and begin to locate other countries. • Explain some dangers of the weather. • Locate hot and cold countries of the world. • Make comparisons between different places studied. • Make simple observations about the weather in the UK. • Use basic subject specific vocabulary. • Ask simple geographical questions. • Develop presentation skills. • Make recordings about the weather with some support. • Know how weather can affect people's lives. • Use world maps and globes to identify a range of countries, the Equator and the North and South Poles. • Explain weather dangers and how people can protect themselves. • Make comparisons between different types of weather. • Gather information about places and features studied. 	<p>Our Country</p> <p><i>This Our Country unit will teach your class about the countries of the UK developing learning beyond children's immediate environment and own locality to the UK in general. Children will explore the UK by looking at individual countries, capital cities, human and physical features along with comparing and contrasting the capital cities of London and Brasilia in detail. This unit provides everything you need to give your class a greater insight into the UK and beyond.</i></p> <p>Key knowledge</p> <ul style="list-style-type: none"> • Name the four countries of the UK, capital cities and surrounding seas. • Begin to know the differences between town and country locations. • Use a range of maps (world, country, street maps, aerial views and plans) to locate places and landmarks. • Begin to know simple features of the countries of the UK. • Use aerial photographs to recognise basic human and physical features. • Produce a journey line. • Describe human and physical features of the capital city London. • Use internet mapping programmes to observe aerial views. • Compare the capital cities London and Brasilia. • Use world maps and globes to begin to locate some continents and countries. • Name key features of the countries of the UK. • Describe how features may change throughout a journey. • Make comparisons between features of different places. • Explain what London is like in detail using key geographical vocabulary. • Describe similarities and differences between Brasilia and London.




	<ul style="list-style-type: none"> • explain the order an address is written  <ul style="list-style-type: none"> • describe the location of familiar places; • use a variety of maps and recognise key features of maps; • use compass directions, locational/directional language to describe locations and routes; • use a range of map symbols in a key; • observe a variety of photographs to identify geographical features; • compare distances accurately; • plan a route giving reasoned explanations; • use fieldwork skills confidently to make a range of observations; • offer some reasoned explanations for locations or issues in and around school; • ask a range of geographical questions. 	<ul style="list-style-type: none"> • Make observations about the weather using description and some explanation. • Use a growing range of subject specific vocabulary.  <ul style="list-style-type: none"> • Name a range of weather types and offer explanations. • Relate weather types to the seasons and months of the year. • Begin to understand weather recording instruments and make own weather recordings independently. • Make a range of observations about the weather, giving some reasoned explanation. • Know how weather can affect people's lives, giving examples both positive and negative. • Explain weather dangers and offer reasoned explanations about how people can protect themselves and the environment. • Locate a range of hot and cold countries on a world map. • Use world maps and globes to identify a range of countries, the Equator and the North and South Poles and explain how the Equator affects temperature and weather types. • Confidently use a range of subject specific vocabulary. • Gather detailed information about places and features studied. • Ask a range of geographical questions. 	 <ul style="list-style-type: none"> • Name the countries of the UK, capital cities, surrounding seas and a range of other major cities and landmarks. • Identify similarities and differences between the countries of the UK. • Identify national flags and emblems. • Explain some of the pros and cons of town and country locations. • Explain the differences between London and their own local city. • Explain similarities and differences between Brasilia and London and can give reasoned explanations. • Identify a range of human and physical features in aerial photographs. • Use a variety of maps to locate places and landmarks independently. • Use world maps and globes to locate and name a range of continents and countries.
Key Vocabulary	Local area, map, address, observe, passport, distance, aerial view (bird's eye), fieldwork, route	Seasons, observations, record, temperature, thermometer, United Kingdom, affects, waterproof, weather forecast, symbols, extreme, drought, flooding, blizzard, heatwave, hurricane, climate	Town, countryside, pro. con, country, United Kingdom, island, capital city, landmark, population
Ruby (Y2)	<h3>What a Wonderful World</h3> <p><i>This What a Wonderful World Lesson Pack will teach your class the about the location of countries, continents and oceans of the world in relation to the position of the United Kingdom and children's own locality. Children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. Children continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.</i></p> <p>Key knowledge</p> <ul style="list-style-type: none"> • Understand that the world is spherical. • Name the seven continents and five oceans of the world correctly. • Use an atlas to accurately locate the continents and oceans of the world. • Locate continents, oceans including their own continent and country using a world map • Know that journeys can be made around the world and begin to follow a simple journey line using key vocabulary. • Locate hot and cold areas of the world. • Use and follow simple compass directions (NESW). • Follow routes on a map. • Use aerial photographs and satellite images to recognise basic human and physical features • To ask geographical questions – Where is it? What is this place like? How near/far is it? • Describe simple human and physical features about the continents of the world. 	<h3>Sensational Safari</h3> <p><i>This unit will teach your class about the geography of Kenya through focusing on the main human and physical features of the country. Children will learn about the key geographical features of the country including Kenyan wildlife, landscapes and culture. Children will learn about the similarities and differences between Kenya and the UK along with continuing to develop their geographical skills through a variety of fun and interactive activities.</i></p> <p>Key knowledge</p> <ul style="list-style-type: none"> • Explain where Kenya is located in the world and find Kenya on a world map or globe. • Draw a map of Kenya and locate the capital city, some main cities and oceans. • Understand what some aspects of Kenyan life are like. • Identify the features of a national park and begin to explain the difference to a game reserve. • Describe some differences and similarities between Kenya and the UK. • Begin to understand the importance of tourism to Kenya. • Draw a freehand map of Kenya. • Draw a map of a national park and begin to consider the location of key features. • Identify animals that live in Kenya and begin to explain the concept of 'endangered species'. • Confidently use compass directions to move around a map. • Use an atlas/globe to locate accurately places and landmarks in Kenya. • Ask geographical questions – Where is it? What is this place like? How near/far is it? 	<h3>Beside the Seaside</h3> <p><i>This Beside the Seaside unit will teach your class about the geographical features of the seaside, both human and physical. Children will learn about seaside environments; finding out where they are located in the United Kingdom and seaside resorts nearest their own locality using maps, aerial photograph, webcams and developing their key vocabulary. Children will learn about the similarities and differences between seaside resorts and their own locality, looking at how resorts have changed over time. Children develop their geographical skills through fieldwork, inquiry and map-based activities throughout the lessons in this unit.</i></p> <p>Key knowledge</p> <ul style="list-style-type: none"> • use key words to describe different places, including seaside locations; • locate their nearest seaside resort on a map and begin to locate some seaside resorts of the UK; • explain that seaside resorts can be found in the UK and worldwide; • begin to classify key features of places into 'natural' and 'man-made'; • observe aerial photographs of seaside locations to recognise basic human and physical features; • understand that seaside resorts have changed over time and explain some simple features of seaside holidays in the past; • describe a UK seaside resort (St.Ives, Cornwall) in detail using a range of information; • explain how an island is different from the mainland and locate some of the main British islands using an atlas; • visit a seaside resort to carry out fieldwork and observations; • use and follow simple compass directions (NESW); • plan and follow routes on a map using map symbols;




	<ul style="list-style-type: none"> Name and begin to locate countries of the world using an atlas or globe. Describe a journey line in detail using key geographical vocabulary. Understand and locate simple climate zones using key terms. Use compass directions (NESW), locational and directional language. Make comparisons between features of different places.  <ul style="list-style-type: none"> Compare and contrast the human and physical features of the main continents of the world. Name and locate a range of countries of the world and begin to explain simple human and physical features of these countries. Describe and explain a journey line incorporating a range of countries, continents and oceans. Locate and name countries within climate zones with reasoning for their location. Identify a range of human and physical features in aerial photographs. Follow routes with increasing detail Compare and contrast the key features of different place 	<ul style="list-style-type: none"> Describe where Kenya is located in relation to other places in the world. Draw a map of Kenya with some physical and human features and appropriate labels. Describe human and physical features of Kenya and begin to give the location of some of these features. Explain aspects of Kenyan life. Identify features of national parks and game reserves. Explain the importance of tourism to Kenya and give examples of tourist attractions in the country. Draw a map of a national park, including key features. Identify why animals are important to Kenya. Begin to understand the concept of animal 'migration'. Ask geographical questions to find out about places and begin to give reasoning.  <ul style="list-style-type: none"> Describe the location of Kenya in detail in relation to other continents, countries and oceans of the world. Draw and label a map of Kenya and locate a range of key features such as cities, oceans, rivers and mountains accurately. Explain a range of human and physical features of Kenya, including landmarks and their location. Explain aspects of Kenyan life, giving reasons and making simple comparisons to their own lives. Compare and contrast a range of differences and similarities between Kenya and the UK. Compare national parks and game reserves, giving reasons. Draw a map of a national park, with appropriate location of key features, labels and compass directions. Identify the importance of animals to Kenya and explain why some species are endangered and how it can be prevented. Use an atlas/globe to locate a range of places and landmarks in Kenya independently. Ask and answer a range of geographical questions and give reasoning when answering key questions. 	<ul style="list-style-type: none"> ask geographical questions – Where is it? What is this place like? How near/far is it? begin to name some seaside resorts of the UK using a map; describe simple human and physical features about seaside resorts; locate a range of seaside resorts and describe their location; describe in more detail how seaside resorts have changed over time; Use compass directions (NESW), locational and directional language and identify a range of map symbols; visit a seaside resort to carry out fieldwork and make detailed observations about human and physical features of the seaside; make comparisons between features of different places.  <ul style="list-style-type: none"> name some coastal/seaside locations worldwide using a map; compare and contrast the human and physical features of a seaside resort and their own locality; compare and contrast features of the seaside in the past and today; begin to explain why some features are 'natural' or 'man-made'; identify a range of human and physical features in aerial photographs; locate hot and cold islands of the world and begin to justify the location using knowledge of climate zones/Equator; follow routes with increasing detail and offer reasoning for their choice of route.
Key Vocabulary	Continent, ocean, population, landmark, Australasia, desert, rainforest, compass, aerial, climate, equator, tropical, temperate, capital city, currency, cuisine	Endangered, game reserve, habitat, migration, national park, rural, savannah, tourists	Local area, national, resort, tourist, feature, physical feature, human feature, pier, promenade, United Kingdom, Victorian, sea bathing, attractions, bay, harbour, climate
Opal (Y3/4) YEAR B 2023/24	<p>Marvellous Maps</p> <p><i>Marvellous Maps allows children to further explore the range of maps available to geographers and to develop their understanding of the key features of maps. They will study a range of maps and atlases, including digital maps, and compare their features. They will learn to use the eight compass points to give directions and give grid references to locate places on a map. By comparing maps of the same place, children will learn about the way that places have changed over time.</i></p> <p>Key knowledge Year 3</p> <ul style="list-style-type: none"> Use an index to find a place name. Find the correct page in an atlas by using the index. Explain why maps have symbols on them. Recognise some map symbols on an Ordnance Survey map. Give co-ordinates by going across first and then up. 	<p>All Around The World</p> <p><i>This 'All around the World' Unit allows children to take a closer look at where the countries of the world are located, and some of the ways geographers describe locations. Children will learn to locate and describe places using longitude and latitude, and find out about some of the important lines that delineate specific areas of the Earth - the Equator, the Hemispheres, the Poles and the Tropics. Finally, by looking more closely at the lines of longitude, children will develop their understanding of time zones.</i></p> <p>Key knowledge Year 3</p> <ul style="list-style-type: none"> Locate the Equator on a map and globe. Locate the Northern Hemisphere on a map and globe. Locate the Southern Hemisphere on a map and globe. Find the North and South Poles on a globe or map. 	<p>Eastern Europe</p> <p><i>In this unit, children have the opportunity to explore Eastern Europe. Firstly, they will learn about the countries of Europe. They will then look in more detail at some of the contrasting areas of eastern Europe, finding out about the landscape, climate and locations in each area. Children will bring together their learning about one area of eastern Europe and create information booklets to share what they have found out. In the final lesson of the unit, children will find out more about Chernobyl and its impact on eastern Europe and the rest of the world.</i></p> <p>Key knowledge Year 3</p> <ul style="list-style-type: none"> describe a continent as a large landmass; explain that continents are groups of countries; identify some countries in Europe; use an atlas to find the names of countries.

	<ul style="list-style-type: none"> • Find a location from four-figure coordinates. • Find differences between photographs of the same location. • Find similarities between photographs of the same location. • Find differences between maps of the same location • Find a location on a page by using simple co-ordinates. • Identify physical features on a map (hills, mountains, rivers and seas). • Use a key to find out what a symbol means. • • Find similarities between maps of the same location. <p>Year 4</p> <ul style="list-style-type: none"> • Use a key to identify physical features. • Explain what makes a good map symbol. <p>-Give four-figure co-ordinates for a location.</p> <ul style="list-style-type: none"> • Suggest what the differences they have seen might tell them about why a place has changed.  <p>Pupils will show a deeper understanding of the above, giving examples and comparing and contrasting.</p>	<ul style="list-style-type: none"> • Identify lines of latitude on a map. • Identify lines of longitude on a map. • Identify the Arctic Circle on a globe or map. • Identify the Antarctic Circle on a globe or map. • Identify the location of the Tropics of Cancer and Capricorn. • Identify differences between the UK and the tropics. • Identify the location of the Prime Meridian. • Find the local time in another city using time differences. • Name some of the countries on the Equator. • Tell you more about one country. • Compare daylight hours in the UK and polar regions. • Identify a location on a map when the latitude and longitude are provided. • Identify similarities between the UK and the tropics. • Describe the climate in the tropics. • Tell you more about one country on the Prime Meridian. • Explain why day and night occur <p>Year 4</p> <ul style="list-style-type: none"> • Identify the latitude and longitude of a location on a map. • Explain why one Prime Meridian was needed. • Explain why the Prime Meridian's location was chosen. • Explain why we need to have time zones  <p>Pupils will show a deeper understanding of the above, giving examples and comparing and contrasting.</p>	<ul style="list-style-type: none"> • tell you about important physical features of an area of eastern Europe; • tell you about the climate of an area of eastern Europe; • tell you about the human geography of an area of eastern Europe; • explain what planning is needed for a trip abroad; • identify the countries affected by the Chernobyl nuclear disaster. • identify similarities and differences between a place in eastern Europe and where I live; • identify similarities and differences between the climate of a place in eastern Europe and where I live; • explain the difference between human geography and physical geography; • identify similarities and differences between the human geography of a place in eastern Europe and where I live; • find information about flights, accommodation and tourist destinations using the Internet; • explain why the Chernobyl nuclear disaster happened; • explain some of the after-effects of the Chernobyl nuclear disaster. <p>Year 4</p> <ul style="list-style-type: none"> • describe how latitude can influence the landscape of an area; • describe how latitude influences the climate of an area; • explain the difference between climate and weather; • explain how nuclear power is used to generate electricity.  <p>Pupils will show a deeper understanding of the above, giving examples and comparing and contrasting.</p>
Key Vocabulary	atlas, compass, digital map, easting, grid references, National Grid, northing, Ordnance Survey maps, symbols	co-ordinates, hemisphere, observatory, polar, precipitation, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, coniferous, savannahs	agriculture, arable, climate, continent, country, human geography, landscapes, physical geography, population, precipitation, weather
Opal (Y3/4) YEAR C 2024/25	<p>Land Use</p> <p><small>This unit on land use provides children with the chance to take a careful look at the places around them, and begin to look for patterns in land use. They will become cartographers, making maps of the local area, and agricultural surveyors by considering where different types of farming activities occur within the UK.</small></p> <p>Key knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> • Explain the purpose of a sketch map. • Identify the features of a sketch map. • Identify important landmarks in the local area. • Explain the purpose of symbols on a map. • Use symbols and a key to annotate a map. • Name landmarks we might see in a chosen area. • List ways we use land in the UK. • Describe an area as urban or rural. • List different types of rural spaces. <p>Year 4</p> <ul style="list-style-type: none"> • Draw simple sketch map using major landmarks. • Identify landmarks using a key. 	<p>Rainforests</p> <p><small>In this Unit, children take a closer look at the mysteries of tropical rainforests. From the layers of the forest and its animal inhabitants, to the unique climate found in the tropics. They compare a British forest with the Amazon rainforest, and begin to explore some of the conservation issues surrounding the destruction of rainforest habitats.</small></p> <p>Key knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> • Name some countries where rainforests are found. • label a map to show countries where rainforests are found. • find the Equator on a map. • tell you that rainforests are found near the Equator. • describe what the weather is usually like in a tropical climate. • name the four layers of a rainforest. • tell you about the climate in each layer. • tell you more about one animal living in a rainforest. • tell you some similarities between the Amazon rainforest and Sherwood Forest. • tell you some differences between the Amazon rainforest and Sherwood Forest. • tell you what deforestation means 	<p>Extreme Earth</p> <p><small>This Extreme Earth unit will teach your class about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</small></p> <p>Key knowledge</p> <p>Year 3</p> <ul style="list-style-type: none"> • Name the layers that make up the Earth. • Name the key parts of a volcano. • Show where most volcanoes are found. • Explain how to keep safe during an earthquake. • Describe a tsunami. • Describe the damage caused by a tsunami. • Explain how tornadoes form. • Describe how scientists collect data about storms. <p>Year 4</p> <ul style="list-style-type: none"> • Describe the properties of the Earth's layers. • Explain how a volcano is formed. • Describe what happens when a volcano erupts.

	<ul style="list-style-type: none"> • Draw a simple sketch map to show buildings in an area. • Annotate a map to show major landmarks. • List land uses in urban and rural areas. • Identify rural and urban areas in the UK. • Explain what most rural land is used for in the UK. • Compare two maps. • Explain why an area is suited to crop or livestock farming.  <ul style="list-style-type: none"> • Compare a sketch map and a published map. • Draw a sketch map showing relative distances. • Choose symbols to use for a key. • Annotate a sketch map to show relative distances. • Describe ways farming has changed since 1950. 	<p>Year 4</p> <ul style="list-style-type: none"> • tell you more about one country where rainforests are found. • use an atlas to find countries of the world where rainforests are found. • can find the tropics of Cancer and Capricorn on a map. • tell you that rainforests are found between the tropics of Cancer and Capricorn. • tell you about the plants found in each layer. • name some animals that live in each layer  <ul style="list-style-type: none"> • tell you the difference between weather and climate. • tell you some animals that live in each layer. • explain why different animals live in different layers. 	<ul style="list-style-type: none"> • Describe some risks and benefits of living near a volcano. • Explain why earthquakes occur. • Explain how tsunamis occur. • Explain how to keep safe in a tsunami. • Explain where tornadoes happen.  <ul style="list-style-type: none"> • Compare the structure of the Earth to a common object. • Categorise volcanoes as extinct, dormant or active. • Explain the impact of volcanoes on people and the environment. • Compare the strength of earthquakes. • Explain how scientists compare tornadoes.
<p>Key Vocabulary</p>	<p>Agriculture, counties, recreation, retail, rural, symbol, urban, cartographer, topography</p>	<p>Climate, deforestation, Equator, humid, native tribes, species, weather, Tropic of Cancer, Tropic of Capricorn, emergent layer, canopy, understorey,</p>	<p>Cumulonimbus clouds, erupt, fossils, magma, tectonic plates, bedrock, crust, mantle, tsunamis.</p>
<p>Topaz (Y4/5)</p> <p>YEAR B 2023/24</p>	<p>Enough For Everyone</p> <p><i>In Enough for Everyone, children will think about the needs of a settlement, and the needs of the planet as a whole. They will find out where resource such as power and food come from, and look at ways in which natural resources can be conserved. After discussing the idea of a carbon footprint, children will have the chance to consider how their actions impact on others around the world, and to think about the changes that they could make to try to ensure that natural resources are shared so there is enough for everyone.</i></p> <p>Key knowledge</p> <p>Year 4</p> <ul style="list-style-type: none"> • Identify important features of a settlement site. • Rank human needs by importance to me. • Tell you the main stages of electricity distribution. • Use an atlas to locate a given place. • Label a map using a key. • Identify what makes an energy source renewable. • Find the country or town of origin on a food label. • List some foods that are produced in the UK. • Tell you what food miles are. • Identify ways to reduce food wastage. • Tell you that food shortages are a global problem. • Tell you about the causes of food shortages in a country in South or Central America. • Reflect on my own role in reducing resource shortages around the world. • List the resources a settlement needs to thrive. • Name some of the methods of power generation used in the UK. • Find a place on a blank map by comparing it to an atlas. • Name some of the renewable methods of power generation used in the UK. • Explain why foods are imported and exported. • Identify some benefits of importing food. • Use digital maps to calculate the distance between two places. • Identify ways to reduce water wastage. 	<p>Magnificent Mountains</p> <p><i>In this Unit, children find out about the major mountains of the world and the UK. They find out the different ways in which mountains have been formed, and how different features of mountain ranges have been shaped over time. Children will have the opportunity to consider what the weather is like in a mountainous environment and to evaluate the impact that tourism has on a mountainous region.</i></p> <p>Key knowledge</p> <p>Year 4</p> <ul style="list-style-type: none"> • Use a legend to find areas of higher ground on a map. • Explain different ways areas of higher ground are shown on a map. • Tell you that not all mountains look the same. • Identify a valley and the summit, foot and slope of a mountain. • Draw a mountain range including the key features they have identified. • Tell you that mountains formed a very long time ago. • Describe how tectonic plates move together to create fold mountains. • Describe how lava flow creates volcanic mountains. • Describe what the weather is usually like on a mountain. • Tell you why people might visit mountains. • Describe some of the negative effects of tourism on an area. • Use the index in an atlas to find mountains. • Tell you the country a mountain range is found in. • Describe what a hill might look like based on its contours. • Identify an outcrop, a ridge the tree line and the snow line. • Describe how fault lines in the Earth's crust move to create mountains. • Describe how pressure from magma under the Earth's surface creates dome mountains. • Explain the differences between a weather forecast and climate. • Identify similarities between mountain climates. • Identify the risks associated with a mountain climate. 	<p>What's It Like in Cheshire?</p> <p><i>This unit is based around Nantwich & Cheshire. Through this series of six lessons, children will learn about the physical geography of Cheshire. They will use maps, atlases and digital maps to explore the towns and find out about what the land is used for and what there is to do Cheshire. Throughout the unit, children are encouraged to compare what they have learnt with what they know about their own local area. The unit culminates in an opportunity for children to produce a written report.</i></p> <p>Key knowledge</p> <p>Year 4</p> <ul style="list-style-type: none"> • Locate Nantwich/Crewe/Cheshire and their school on a map; • identify physical features of Nantwich/Crewe/Cheshire using a map; • identify human features of Cheshire using a map; • describe the landscape of Nantwich & Crewe City Centre; • name different types of land use; • use a key to record types of land use; • tell you about the human geography of Nantwich & Cheshire; • tell you what planning is needed for a trip in the UK. • Identify similarities and differences in locations of Nantwich/Cheshire and their school; • describe the landscape around Nantwich; • give some similarities and differences between the landscape near Sound and where they live; • identify the way land is used from a digital map; • explain the difference between human geography and physical geography; • find information about travel options using a given website; • find information about accommodation using a given website; • find information about tourist destinations using a given website; • identify similarities and differences between the physical geography of Sheffield and that of where they live.

	<ul style="list-style-type: none"> Identify ways to reduce energy usage. Explain how small changes can lead to a big impact. Name areas of the world most affected by food shortages. <p>Year 5</p> <ul style="list-style-type: none"> Describe how human needs have changed over time. Explain some renewable methods of power generation. Describe the impact renewable sources have on UK electricity production. Identify some issues related to importing food. Explain the terms efficiency and conservation. Identify ways to reduce my carbon footprint. Explain how CO2 levels impact global access to resources. <p>-explore economic activity including trade links and the distribution of natural resources</p>  <p>Pupils will show a deeper understanding of the above, giving examples and comparing and contrasting.</p>	<ul style="list-style-type: none"> Describe some of the positive effects of tourism on an area. <p>Year 5</p> <ul style="list-style-type: none"> Find the height of a peak on a map. Name the county an area of higher ground is found in. Draw contour lines to show higher ground. Identify a plateau. Describe how erosion creates plateau mountains. Identify differences between mountain climates. Identify ways to limit the damage tourism causes to an area. Identify who is responsible for limiting the damage tourism can cause.  <p>Pupils will show a deeper understanding of the above, giving examples and comparing and contrasting.</p>	<p>Year 5</p> <ul style="list-style-type: none"> Identify similarities and differences between land use in Cheshire and where they live; identify similarities and differences between the human geography of Nantwich & Crewe and where they live; including over time identify similarities and differences between the human geography of Nantwich & Crewe and that of where they live; give ideas about how life is different for people living in Nantwich & Crewe and where they live; give ideas about how life is similar for people living in Nantwich & Crewe and where they live. <p>-explore economic activity including trade links and the distribution of natural resources</p> <p>-Use atlases, maps and digital maps</p>  <p>Pupils will show a deeper understanding of the above, giving examples and comparing and contrasting.</p>
<p>Key Vocabulary</p>	<p>conserve, consume, fertile land, food miles, import, non-renewable energy, produced, renewable energy, solar energy, turbine, food production</p>	<p>Altitude, avalanche, crust, gorges, hypothermia, lava, magma, summit, tectonic plate, Arctic circle</p>	<p>heritage, industrial, leisure, national park, retail, physical features, human features, land use</p>
<p>Topaz (Y4/5)</p> <p>YEAR C 2024/25</p>	<p>Somewhere to Settle</p> <p><small>In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark. Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!</small></p> <p>Key knowledge</p> <p>Year 4</p> <ul style="list-style-type: none"> explain what a settlement is; identify important features of a settlement site; list the things settlers need from a settlement site; explain that settlements have been built at different times in history; list different types of land use; identify land use using a digital map; use a key to identify transport links on maps; use an atlas to find a route between two places; draw a map of a settlement; create a key for a map. <p>Year 5</p> <ul style="list-style-type: none"> sort settlers' needs by importance; identify reasons settlers have chosen a site; identify features of a good settlement site; explain that some settlements were built by invaders; identify who built a settlement from clues in its name; identify similarities and differences between land use in different places 	<p>Water</p> <p><small>This unit on Water introduces children to the water cycle and allows them to explore the processes of evaporation and condensation through a range of practical activities. By considering water as a finite resource, they are introduced to the ideas of conservation and consider some of the issues surrounding supplying clean drinking water to a growing global population.</small></p> <p>Key knowledge</p> <p>Year 4</p> <ul style="list-style-type: none"> Describe water in its solid, liquid and gaseous state. List the main events in the water cycle. Explain that changes in temperature cause evaporation and condensation. Explain that water has to be cleaned for drinking. List different types of flooding. Describe how flooding affects communities. <p>Year 5</p> <ul style="list-style-type: none"> Explain how to change a solid into a liquid. Describe you how to turn a liquid into a gas. Explain where the processes of evaporation and condensation are involved in the water cycle. Explain that the water cycle keeps going. Use the words condensation and precipitation to explain why it rains. Use the words evaporation and condensation to explain why clouds form. Explain some of the steps involved in cleaning water. Suggest ways to remove dirt from water. Explain what causes flooding 	<p>Raging Rivers</p> <p><small>In this unit, the children will find out more about why rivers are so important to the towns and villages that have developed on their banks. By looking at the features of rivers, and the natural and human ways that rivers change over time, children will explore the life stories of rivers. Children will learn the names and locations of the major rivers of the UK and the world.</small></p> <p>Key knowledge</p> <p>Year 4</p> <ul style="list-style-type: none"> List the main events in the water cycle. Use the index in an atlas to find rivers. Describe the place in which the source of a river is found. List some features of a river's upper course. List some features of a river's middle course. List some features of a river's lower course. Describe how water erodes a riverbank. Describe how deposition changes the shape of a river. List some ways that rivers are used. List some advantages for different uses of a river. List some disadvantages for different uses of a river. Describe what a dam is. Give the location of one major dam. <p>Year 5</p> <ul style="list-style-type: none"> Explain that the water cycle keeps going. Use a legend to find rivers on a map. Identify the sea a river flows into. Identify the place in which the source of a river is found. Compare the length of rivers. Compare the features of a river at different points along its course.

	 <ul style="list-style-type: none"> • give reasons why a settlement site might be unsuitable; • identify patterns of historical settlement using maps; • describe directions of travel using the eight compass points 	 <ul style="list-style-type: none"> • Use the terms freezing, evaporation and condensation to describe how water changes. • Recall the temperatures at which water freezes and boils. • Explain why the water cycle is a closed cycle. • Name some different types of clouds. • Explain that dirty water contains bacteria. • Describe ways to limit flood damage. 	<ul style="list-style-type: none"> • Explain how meanders form. • Describe how waterfalls are formed. • Identify meanders on a map and photograph. • Sort the ways rivers are used into categories. • Give at least two reasons why dams are built. • Identify the advantages and benefits of building a dam. • Identify the disadvantages and risks of building a dam.  <ul style="list-style-type: none"> • Explain why the water cycle is a closed cycle. • Identify key locations along a river. • Compare the discharge of rivers. • Explain how an oxbow lake forms. • Identify oxbow lakes on a map and photograph. • Identify possible future impacts of river use.
Key Vocabulary	Agriculture, early settlers, healthcare, industrial, leisure, retail, settlement.	Dam, fertiliser, particles, pesticides, pollution, reservoir, water vapour, condensation, evaporation, precipitation, fluvial, pluvial, coastal, plumbing.	Channel, dam, deposition, deposit, discharge, erosion, mouth, source, tidal bore, tributaries, valley, course, deltas, meander, Oxbow lake, Hydroelectric power, penstock.
Onyx (Y6)	<p>Trade & Economics</p> <p><i>In this unit, the children find out about how goods and services are traded around the world. They will explore the UK's trade links today and in the past, finding out about goods imported and exported and the methods of transport used. Through a more detailed look at one of the UK's trade partners, the children will learn about the benefits of trading internationally, as well as the risks to this area. The children will also learn about fair trade and why it is important in a global market.</i></p> <p>Key knowledge</p> <ul style="list-style-type: none"> • explain what trading is; • explain the difference between imports and exports; • list some goods exported from the UK; • list some goods imported to the UK; • name some countries the UK exports goods to; • name some countries the UK imports goods from; • use an atlas to find countries; • locate El Salvador on a world map; • name some goods exported from El Salvador to the UK; • list some products that are fairly traded; • describe how goods can be the product of more than one country; • describe how trade takes place today; • describe how trade took place in Tudor and Victorian times. • explain why countries need to import goods; • describe the climate and landscape of El Salvador; • list some issues facing people living in El Salvador; • explain the meaning of fair trade; • describe the fair trade process for some products; • describe an example of a global supply chain; • list some of the positive and negative effects of multinational companies on local trade; • identify similarities and differences between trading today and different periods in history. 	<p>Amazing Americas</p> <p><i>In this unit about the Amazing Americas, children will first find out about the continents of North and South America, and the countries that form them. They will also look in more detail at some of the contrasting regions of the Americas, finding out about the landscape, climate and locations of each area. There is the opportunity to carry out a detailed fieldwork study of the children's local area to help them to identify the similarities and differences between a region of the Americas and where they live. Children will also develop their map and atlas skills and practise reading and writing coordinates. They will learn about the ancient and new wonders of the world, specifically those of the Americas, and they will research a natural wonder of the Americas and create their own presentations to teach others what they learn.</i></p> <p>Key knowledge</p> <ul style="list-style-type: none"> • explain that a continent is a large landmass; • explain that continents are groups of countries; • identify some countries in North America; • identify some countries in South America; • describe physical features of an area of the Americas; • describe the climate of an area of the Americas; • describe the human geography of an area of North America; • explain what latitude is; • identify the equator, tropics and poles on a map; • explain that coordinates pinpoint a geographical location; • name some wonders of the Americas; • use an atlas to find the names of countries; • use an atlas to find names of cities; • identify similarities between a place in North America and where they live; • identify differences between a place in North America and where they live; • identify differences between the climate of a place in North America and where they live; • identify similarities between the climate of a place in North America and where they live; • explain the difference between human geography and physical geography; 	<p>Our Changing World</p> <p><i>In this unit, children will discover some of the many ways in which the world around them is changing. From coastal erosion to political changes, there are many factors at work. Children will learn about the structure of the United Kingdom and how its shape and geography have changed over thousands of years. Using an online database of photographs, children can explore how landscapes change. In the final lesson of this unit, children have the chance to predict the future and look at which might change again in their lifetimes.</i></p> <p>Key knowledge</p> <ul style="list-style-type: none"> • explain what weathering and erosion mean; • describe how erosion changes rocks; • name some features of a coastline; • name some famous UK coastal features; • describe how erosion and deposition change the look of a coastline; • name an area of the UK which has been affected by coastal erosion; • identify how the UK's borders have changed over time; • identify similarities in photographs of a landscape taken at different times; • describe some ways that weather can change the landscape; • describe how physical changes have affected Earth since 1800; • list some physical changes to the Earth predicted to occur by 2050; • describe some ways that human activity changes the landscape. • name different types of weathering; • describe how physical, chemical and biological weathering change rocks; • explain how some coastal features are formed; • identify the location of some famous UK coastal features; • describe how a coastline might have looked in the past; • describe how the shape of Spurn Head has changed over time; • identify how the borders of Europe have changed over time; • identify ways a landscape has changed over time; • describe how human activity has changed the Earth since 1800;

	 <ul style="list-style-type: none"> • create a key to show import and export links with the UK; • give some reasons why fair trade is important; • explain the term globalisation. 	<ul style="list-style-type: none"> • identify differences between the human geography of a place in North America and where they live; • identify similarities between the human geography of a place in North America and where they live; • explain how latitude affects the geography and climate of a region; • describe the significance of the equator, tropics and poles; • use coordinates to locate places on a map; • describe key features of some wonders of the Americas;  <ul style="list-style-type: none"> • describe how latitude can influence similarities between different areas across the world; • explain the difference between climate and weather; • describe the characteristics of different climates; • explain what biomes are and the factors that determine them; • describe some wonders of the Americas in significant detail; 	<ul style="list-style-type: none"> • list some human activity changes to the Earth predicted to occur by 2050.  <ul style="list-style-type: none"> • explain how erosion and deposition form coastal features; • describe how a coastline might look in the future; • give reasons why the UK's borders have changed; • give reasons why the borders of Europe have changed; • give reasons why a landscape might have changed over time
Key Vocabulary	Trade, import, export, goods, global, fair trade, globalisation, global supply chain, multinational, economy	Biomes, climate, continent, country, equator, flora/fauna, latitude, longitude, weather, polar, tropical	Acidic, border/boundary, deposition, dissolve, erosion, weathering, biological, arch, stacks, stump, headland, bay

Progression in Geography

The Geography curriculum at Sound & District aims for students to be competent in the geographical skills outlined below.

- 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.


To ensure that students make progress in these skills, the following threads of progression have been developed:


- Mapwork: using maps to navigate (page 13)
- Mapwork: using maps to describe landscapes (page 18)
- Mapwork: making maps (page 23)
- Fieldwork: sketching (page 25)
- Fieldwork: gathering information (page 29)
- Geographical enquiry: analysing, interpreting and presenting information (page 32)
- Geographical enquiry: providing conclusions and evaluating results (page 37)

World & UK map progression: Please see folder on Staff Share under 'Staff Information' – 'Curriculum' – 'Geography' – 'Maps' for specific World and UK maps to use in lessons.

Progression in Geography – Mapwork – Using Maps to Navigate

In order to 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, pupils must be adept at using maps to navigate (Engaging interactive maps = Google Maps, DigiMaps, Interactive Satellite imaging).

	Knowledge	Skill
EYFS	<ul style="list-style-type: none"> Know that words can describe how to move 	<ul style="list-style-type: none"> Follow directions related to movement. E.g. stand up, sit down, come forwards, move backwards
Year 1	<ul style="list-style-type: none"> Understand that a map can tell you where to go 	<ul style="list-style-type: none"> Use a simple picture map to move around the school Use directional language such as near and far, up and down, left and right, forwards and backwards 

<p style="text-align: center;">Year 2</p>	<ul style="list-style-type: none"> • Understand that a map is a 2D representation of the real, 3D world • Know that a picture on a map represents a place or feature in the real world 	<ul style="list-style-type: none"> • Follow a route on a map • Use simple compass directions (North, South, East, West) 
<p style="text-align: center;">Year 3</p>	<ul style="list-style-type: none"> • Know that a symbol on a map, just like a picture, represents a place or feature in the real world • Know that when reading co-ordinates, you read across the x-axis and up/down the y-axis • Know that when reading co-ordinates the point at which the 	<ul style="list-style-type: none"> • Follow a route on a map with symbols • Describe and follow a journey between two places/features using 4 figure compasses (NSEW). <i>E.g. Move north two steps, then west three steps.</i>

lines or row/columns intersect is the location of the place/feature

- Describe and follow a journey between two places/features using letter/number co-ordinates as the start and finish.



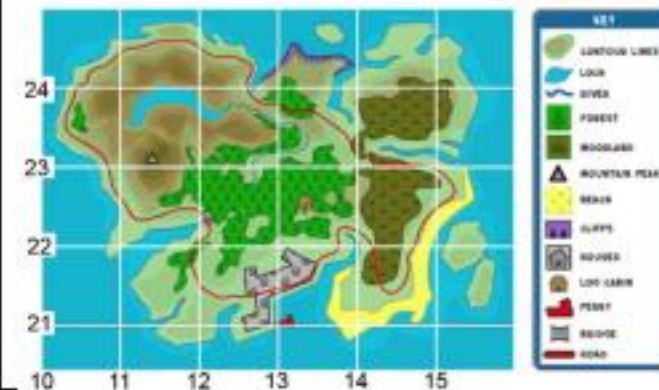
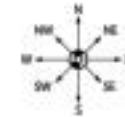
Year 4


- Know that a large scale map is one that shows lots of detail, normally over a smaller area
- Know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis
- Know that four-figure grid references take you to a box within the grid, not just a specific point like a co-ordinate

- Follow a route on a large scale map




- Begin to use 8 figure compass directions to describe a route. E.g. the transatlantic slave trade was the movement of slaves from the Gulf of Africa, north-west to Central America.
- Use four-figure grid references to describe a location on a map, including the use of a key




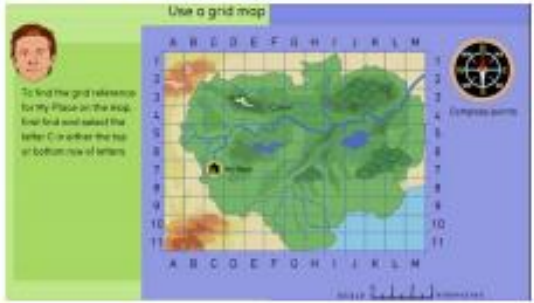
<p>Year 5</p>	<ul style="list-style-type: none"> • Know that six-figure grid references are split into two groups of three digits • Know that the first two digits of the first group represent the numbers on the x-axis • Know that the first two digits of the second group represent the numbers on the y-axis • Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows 	<ul style="list-style-type: none"> • Use six-figure grid references to describe a location on a map, including the use of a key  <ul style="list-style-type: none"> •
<p>Year 6</p>	<ul style="list-style-type: none"> • Know that an Ordnance Survey map is a detailed map produced by the British government map-making organization 	<ul style="list-style-type: none"> • Follow a short route on an OS map, using symbols and a key • Follow a short route on a variety of scaled maps

Progression in Geography – Mapwork – Using Maps to Describe Landscapes

In order to equip pupils with knowledge about diverse places, resources and natural and human environments, they must be adept at describing landscapes in order to make judgements and comparisons. As pupils progress, their growing knowledge about the world, ascertained from the skill of describing landscapes, 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.

	Knowledge	Skill
EYFS	<ul style="list-style-type: none"> • Know that we can describe something by comparing it to something else 	<ul style="list-style-type: none"> • Use relative vocabulary such as bigger, smaller, like, dislike
Year 1	<ul style="list-style-type: none"> • Know that we can describe the place of something. This is called its location. 	<ul style="list-style-type: none"> • Use directional language such as near and far, up and down, left and right, forwards and backwards
Year 2	<ul style="list-style-type: none"> • Know that a compass can describe the location of something relative to the centre point • Know the names of key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • Know the names of key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather 	<ul style="list-style-type: none"> • Use simple compass directions (North, South, East, West) • Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features 

<p>Year 3</p>	<ul style="list-style-type: none"> • Know that the boundary of a country can be marked by a physical feature such as a mountain range • Know that the boundary of a country can be invisible but marked by a line on a map • Know that a map can show a small area of land or a large area of land • Know that when reading co-ordinates, you read across the x-axis and up/down the y-axis • Know that when reading co-ordinates the point at which the 	<ul style="list-style-type: none"> • Match boundaries (e.g. find same boundary of a country on different scale maps) 
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	<p>lines or row/columns intersect is the location of the place/feature</p>	<ul style="list-style-type: none"> • Identify features using 4 figure compasses (NSEW). <i>E.g. The Nile runs from south to north in Egypt.</i> • Identify features using letter/number co-ordinates 
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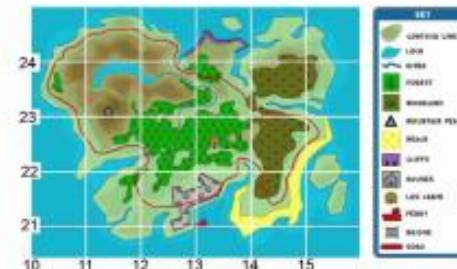
Year 4

- Know that a large scale map is one that shows lots of detail, normally over a smaller area
- Know that a small scale map is one that shows less detail, normally over a larger area
- Know that an aerial photograph is a photograph taken from above
- Know that when reading four-figure grid references the first two numbers represent the x-axis and the second two numbers represent the y-axis
- Know that four-figure grid references take you to a box within the grid, not just a specific point like a co-ordinate
- Know that latitude and longitude are a system of lines used to describe the location of any place on Earth.
- Know that lines of latitude run in an east-west direction across Earth.
- Know that lines of longitude run in a north-south direction. Although these are only imaginary lines, they appear on maps and globes as if they actually existed.

- Locate places and features on a range of maps (variety of scales)



- Identify features on an aerial photograph, digital or computer map
- Begin to use 8 figure compass directions when describing landscapes. E.g. Mount Vesuvius is located north-west of Pompeii
- Use four figure grid references to identify features on a map, including the use of a key



- Use lines of longitude and latitude on a map to locate a feature



Year 5

- Know that an aerial photograph is a photograph taken from above
- Know that when giving an 8 figure compass direction, north or south come first, then east or west. E.g. NE, NW, SE, SW
- Know that six-figure grid references are split into two groups of three digits
- Know that the first two digits of the first group represent the numbers on the x-axis
- Know that the first two digits of the second group represent the numbers on the y-axis
- Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows
- Know that an Ordnance Survey map is a detailed map produced by the British government map-making organisation
- Know that a symbol represents a real life human or physical feature

- Compare two landscapes using maps and aerial photographs



- Find and recognise places on maps of different scales.
- Use 8 figure compass directions when describing and comparing places and landscapes. E.g. the Isle of Dogs is north-west of Greenwich park.
- Begin to use 6 figure grid references by finding the location of a place or feature





- Describe the features shown on an OS map by using the key and symbols.




<p>Year 6</p>	<ul style="list-style-type: none">• Know that geographical artefacts such as maps and aerial photographs can tell us about human behaviour, such as settlement choices• Know that when giving an 8 figure compass direction, north or south come first, then east or west. E.g. NE, NW, SE, SW• Know that six-figure grid references are split into two groups of three digits• Know that the first two digits of the first group represent the numbers on the x-axis• Know that the first two digits of the second group represent the numbers on the y-axis• Know that the last digit of each group of three represents going across/up the box as if it were split equally into ten columns and rows	<ul style="list-style-type: none">• Make geographical conclusions based on analysis of a landscape using maps and aerial photographs. E.g. Many mines can be found in the north-east of South Africa which shows that this region is richer in resource. This land could be under conflict if many people want the resource.• Use 8 figure compass directions when describing and comparing places and landscapes on a variety of scales.• Use 6 figure grid references accurately by giving and finding the location of a place or feature
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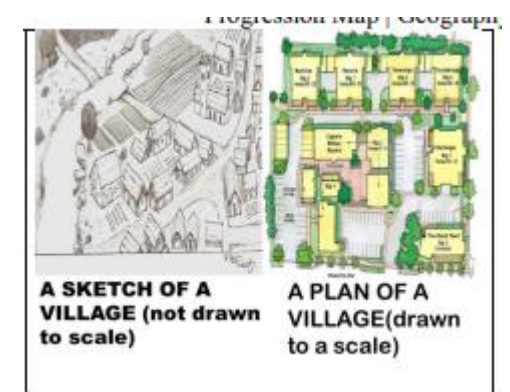
Progression in Geography – Mapwork – Making Maps

Students must be able to communicate geographical information in a variety of ways, including through maps. As such, students must understand the purpose of maps and what makes a map increasingly accurate and informative.

	Knowledge	Skill
EYFS	<ul style="list-style-type: none"> Know that a drawing can represent something real 	<ul style="list-style-type: none"> Draw 2D representations of familiar objects 
Year 1	<ul style="list-style-type: none"> Know that we can copy pictures from photographs and maps to create our own map 	<ul style="list-style-type: none"> Draw basic maps, including appropriate pictures to represent places or features  <ul style="list-style-type: none"> Use photographs and maps to identify features
Year 2	<ul style="list-style-type: none"> Know that a symbol is a pictorial representation of a real-world object Know that a key provides the names of a symbol to avoid having to label each symbol on a map 	<ul style="list-style-type: none"> Draw or make a map of real or imaginary places Use and construct basic symbols in a key






<p>Year 3</p>	<ul style="list-style-type: none"> • Know that a symbol is a simpler version of a pictorial representation of a real-world object • Know that standard symbols are used across lots of different maps to make them easier for people to understand and become familiar with • Know that a key provides the names of a symbol to avoid having to label each symbol on a map 	<ul style="list-style-type: none"> • Draw or make a map of a real location that includes human and physical features • Start to use standard symbols 
<p>Year 4</p>	<ul style="list-style-type: none"> • Know that a sketch is a drawing of an area from a given viewpoint • Understand that a map is an aerial perspective of an area with 2D symbols representing the world • Know that the positioning of symbols on a map is important and must be accurate in relation to one another as maps are used for navigating 	<ul style="list-style-type: none"> • Draw a map based on a fieldwork sketch with positioning of key features located accurately in relation to one another
<p>Year 5</p>	<ul style="list-style-type: none"> • Know that an Ordnance Survey map is a detailed map produced by the British government map-making organisation 	<ul style="list-style-type: none"> • Draw a map with positioning of key features located accurately in relation to one another and use OS symbols
<p>Year 6</p>	<ul style="list-style-type: none"> • Know that map scale is the relationship between distance on the map and distance in real life. 	<ul style="list-style-type: none"> • Draw a map that shows appropriate distance between places or features based on a given scale



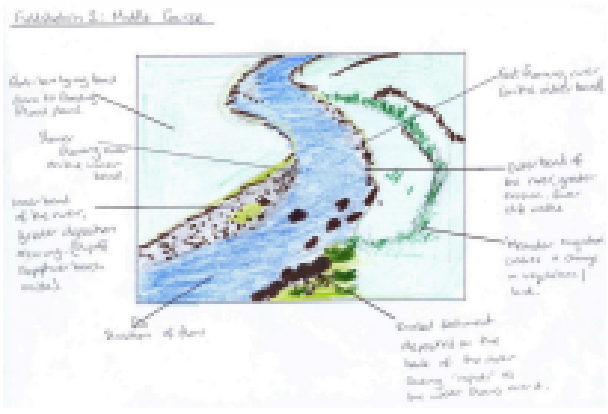
Progression in Geography – Fieldwork – Sketching

In order for students to 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, they need to engage in fieldwork activities and capture their surroundings through sketching. As students progress through their time at Sound & District, they become more proficient sketchers and are able to communicate their findings in an informative way.

	Knowledge	Skill
EYFS	<ul style="list-style-type: none"> • Know that a drawing can represent something real • Know that objects can be described based on their size and colour 	<ul style="list-style-type: none"> • Draw their familiar environment, accurate with colour and key features 
Year 1	<ul style="list-style-type: none"> • Know that we can capture what we see by drawing • Know that words can be used to label drawings, maps and photographs so they are clearer 	<ul style="list-style-type: none"> • Create plans and draw simple features in their familiar environment, mainly made up of outlines of features  <ul style="list-style-type: none"> • Add labels onto a sketch map, map or photograph of features

<p>Year 2</p>	<ul style="list-style-type: none"> • Know that we can capture what we see by drawing and the more detail we add, the more accurate they will be • Know that words and phrases can be used to label drawings, maps and photographs so they are clearer and describe the features • Know that adjectives describe objects and places 	<ul style="list-style-type: none"> • Create plans and draw simple features in their familiar environment • Add labels onto a sketch map, map or photograph of features
<p>Year 3</p>	<ul style="list-style-type: none"> • Know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features • Know that adjectives describe objects and places • Know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite 	<ul style="list-style-type: none"> • Draw an annotated sketch from an observation including descriptive labels and indicating direction and position  <p>houses are big houses there are a lot of windows</p> <p>There is a school next to the road there are a lot of windows</p>

<p style="text-align: center;">Year 4</p>	<ul style="list-style-type: none"> • Know that sentences can be used to label drawings, maps and photographs so they are clearer and describe the features • Know that adjectives describe objects and places • Know that causal conjunctions are used to start an explanation, such as because, since, so, as • Know the four points of a compass (NSEW) as well as positional language such as above, below, beneath, next to, between, opposite 	<ul style="list-style-type: none"> • Draw an annotated sketch from observation including descriptive and explanatory labels and indicating direction and position
<p style="text-align: center;">Year 5</p>	<ul style="list-style-type: none"> • Understand that a geographical investigation is where you use inquiry skills such as sketching to generate and answer questions about an area • Understand that a geographical process is a sequence of actions that shape or change our environment 	<ul style="list-style-type: none"> • Use sketches as evidence in an investigation • Annotate sketches to describe and explain geographical processes and patterns

	<ul style="list-style-type: none"> • Understand that a geographical pattern is similarities in observations that can be used to describe an environment 	
<p>Year 6</p>	<ul style="list-style-type: none"> • Understand that a geographical investigation is where you use inquiry skills such as sketching to generate and answer questions about an area • Know that there are limitations of fieldwork sketches, such as accuracy because they are drawn by humans • Know that photographs are accurate snapshots of an area but go out of date • Know that capturing movement is not possible in a sketch or photograph, so video can be used or data collection which can be presented in a graph over time 	<ul style="list-style-type: none"> • Use sketches as evidence in an investigation. • Select field sketching from a variety of techniques • Annotate sketches to describe and explain geographical processes and patterns. • Evaluate their sketch against set criteria and improve it

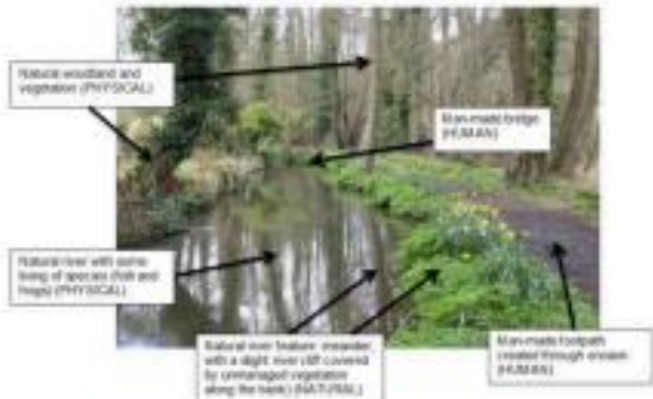
Progression in Geography – Fieldwork – Gathering Information

In order for students to 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, they need to engage in fieldwork activities and capture their surroundings through gathering information. As students progress through their time at Sound & District, they become more proficient data gatherers and are able to communicate their findings in an informative way.

	Knowledge	Skill
EYFS	<ul style="list-style-type: none"> • We learn about our world through our senses • Our senses are: see, hear, smell, touch and taste 	<ul style="list-style-type: none"> • Describe their local environment using their senses
Year 1	<ul style="list-style-type: none"> • Know that we can comment on the size, shape, colour, location of something 	<ul style="list-style-type: none"> • Orally comment on observations about what they see and draw simple features (e.g. buildings, roads, trees) • Ask geographical questions e.g. What is it like to live in this place?
Year 2	<ul style="list-style-type: none"> • Know that we can comment on the size, shape, colour, location of something • Know that when carrying out a tally survey, a tally mark is recorded every time a given criterion is seen • Know that one line represents one of the given criterion and tally marks are grouped in fives but drawing a diagonal line across four vertical lines 	<ul style="list-style-type: none"> • Comment on observations about what they see and draw simple features (e.g. buildings, roads, trees) and label these diagrams • Carry out a small survey of the local area/school. Use a pro-forma to collect data e.g. tally survey • Ask geographical questions. E.g. Where is this place? What is it like to live here? How has it changed?

Year 3	<ul style="list-style-type: none"> • Know that in an area, some things are there naturally whereas some things have been put there by humans 	<ul style="list-style-type: none"> • Record findings from fieldwork • Collect data using a tally survey • Use geographically numerical descriptive language • Ask geographical questions. E.g. Where is this location? What is it like to live in this location? What natural and manmade features are in this location?
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Progression map | Geography

		 <p>The photograph shows a stream flowing through a wooded area. Several labels with arrows point to specific features:</p> <ul style="list-style-type: none"> Physical woodland and vegetation (PHYSICAL): Points to the trees and foliage on the left bank. Human-made bridge (HUMAN): Points to a small wooden bridge crossing the stream. Human-made fence (HUMAN): Points to a fence line on the right bank. Human-made footpath (created through erosion) (HUMAN): Points to a path on the right bank. Bank of river (natural) eroded, with a slight rise (so covered by unmanaged vegetation along the bank) (NATURAL): Points to the right bank. Human-made fence with some being of species (fish and frogs) (PHYSICAL): Points to a fence structure in the water.
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<p>Year 4</p>	<ul style="list-style-type: none"> • Understand that land use can be classified, such as city, residential, suburban, farmland • Understand that environments change over time due to natural and human processes 	<ul style="list-style-type: none"> • Collect data using a range of data collection techniques, e.g. land use, environmental quality • Ask geographical questions. E.g. What is this landscape like? What natural and man-made features are in this location? What will it be like in the future?
<p>Year 5</p>	<ul style="list-style-type: none"> • Know that gathering information can happen through observations (seeing and making judgements) and speaking to people (ask people questions about how they interact with the area) 	<ul style="list-style-type: none"> • Select appropriate methods for data collection such as interviews, questionnaires, observations • Evaluate the quality of evidence collected and suggest improvements • Ask geographical questions. E.g. What is this landscape like? How has it changed over time? What made it change? How is it currently changing? What could make the evidence we have collected unreliable?
<p>Year 6</p>	<ul style="list-style-type: none"> • Understand that field work carried out by humans gives a snapshot of one moment in time, however, digital equipment can be used to gather data over time for a more accurate assessment (e.g. an electronic weather vane) 	<ul style="list-style-type: none"> • Use digital technology to gather information over time • Ask geographical questions. E.g. What is this landscape like? How is it changing? What patterns can be seen/how has the pattern changed?

Progression in Geography – Geographical Enquiry: Analysing, Interpreting and Presenting Information

In order to foster competent geographers who collect, analyse and communicate with a range of data gathered through experiences of fieldwork, students deepen their understanding of geographical processes as well as their ability to present such information.

	Knowledge	Skill
EYFS	<ul style="list-style-type: none"> • Know language used for describing objects: • Size: big, small • Weight: light, heavy • Position: near, far • Time: quick, slow 	<p><u>Analysing and interpreting information</u></p> <ul style="list-style-type: none"> • Use everyday language to talk about size, weight, capacity, position, distance and time to compare quantities and objects and to solve problems. <p><u>Presenting information</u></p> <ul style="list-style-type: none"> • create and describe patterns
Year 1	<ul style="list-style-type: none"> • Know that one mark in a tally chart is used for one object/person obtained/observed • Know that tallies can be grouped in fives to make them easier to count 	<p><u>Analysing and interpreting information</u></p> <ul style="list-style-type: none"> • Answer simple questions by counting the number of objects in each category • Answer questions making direct comparisons between two observations • E.g. When comparing the UK and Brazil on a map, pupils can state that the UK has a cooler climate than Brazil [analysing] because it is further away from the equator [interpreting]. <p><u>Presenting Information</u></p> <ul style="list-style-type: none"> • Present geographical data as a tally chart • E.g. during fieldwork, pupils count objects and mark using a tally

<p>Year 2</p>	<ul style="list-style-type: none"> • Know that a picture in a pictogram can represent one or more of an object • Know that the key in a pictogram tells you how much each picture is worth 	<p><u>Analysing and interpreting information</u></p> <ul style="list-style-type: none"> • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity • Ask and answer questions about totalling and comparing categorical data
	<ul style="list-style-type: none"> • Know that the scale on the y axis of a block diagram tells you how much of something you have • Know that a row in a table displays data horizontally/across • Know that the column in a table displays data vertically/up/down 	<ul style="list-style-type: none"> • Ask and answer questions that make observations on multiple criteria • E.g. when comparing the world's oceans, pupils are able to use a map to identify where the oceans are located, or read a table to establish the average temperatures [analysing] and then make comparative statements such as "the Arctic ocean is the coldest because it is furthest north." [interpreting] <p><u>Presenting Information</u></p> <ul style="list-style-type: none"> • Construct simple pictograms, tally charts, block diagrams and simple tables • E.g. after an observation of the local area where pupils have collated data in a tally chart, pupils can present this as a pictogram.

<p style="text-align: center;">Year 3</p>	<ul style="list-style-type: none"> • Know that a picture in a pictogram can represent one or more of an object • Know that the key in a pictogram tells you how much each picture is worth • Know that the scale on the y axis of a block diagram tells you how much of something you have • Know that the scale on a bar chart can go up in ones, but also increments of other numbers • Know that a marked scale is where numbers are marked on the x/y axis at each interval • Know that a row in a table displays data horizontally/across • Know that the column in a table displays data vertically/up/down 	<p><u>Analysing and interpreting information</u></p> <ul style="list-style-type: none"> • Solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables • E.g. when comparing the scale of different earthquakes, pupils are able to read the magnitude/number of casualties/people displaced and make direct comparisons [analysing]. <p><u>Presenting information</u></p> <ul style="list-style-type: none"> • Present data using bar charts, pictograms and tables • E.g. When looking at population in different areas, pupils can show the population levels and state which area is most/least populous as well as comment by how much.
<p style="text-align: center;">Year 4</p>	<ul style="list-style-type: none"> • Know that the scale on the y axis of a block diagram tells you how much of something you have • Know that the scale on a bar chart can go up in ones, but also increments of other numbers • Know that a marked scale is where numbers are marked on the x/y axis at each interval 	<p><u>Analysing and interpreting information</u></p> <ul style="list-style-type: none"> • Begin to relate the graphical representation of data to recording change over time. • E.g. when using a graph that shows how much of a good has been imported into a country over time, pupils can state which year was the highest/lowest import and the

	<ul style="list-style-type: none"> • Know that an unmarked scale is where numbers are not marked on the x/y axis at each interval • Know that as you move from left to right on a time graph, this shows the passing of time 	<p>difference between the two [analysing] and interpret how demand over time has affected this and give reasons why [interpreting].</p> <ul style="list-style-type: none"> • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs <p><u>Presenting information</u></p> <ul style="list-style-type: none"> • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs • E.g. construct a graph that shows the type of goods that are exported by the UK
<p>Year 5</p>	<ul style="list-style-type: none"> • Know that the appropriateness of how we present data is determined by how much data we have, what sort of enquiry (e.g. quantity of something, passing of time) and how clear our findings are 	<p><u>Analysing and interpreting information</u></p> <ul style="list-style-type: none"> • complete, read and interpret information in tables • solve comparison, sum and difference problems using information presented in a line graph • E.g. when investigating rainfall linked to flooding, pupils are able to make comparisons between actual rainfall, the normal average rainfall and increases/decreases in each, as well as comment on percentage increases and decreases where appropriate <p><u>Presenting information</u></p> <ul style="list-style-type: none"> • begin to decide which representations of data are most appropriate and why

<p style="text-align: center;">Year 6</p>	<ul style="list-style-type: none"> • Know that a variable is something that changes • Know that the mean is the average of a set of data 	<p><u>Analyse information</u></p> <ul style="list-style-type: none"> • calculate and interpret the mean as an average, knowing when it is appropriate to calculate a mean of a data set <p><u>Presenting information</u></p> <ul style="list-style-type: none"> • encounter and draw graphs relating two variables, arising from their own enquiry • construct pie charts and line graphs
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Progression in Geography – Geographical Enquiry: Providing Conclusions and Evaluating Results

	Knowledge	Skill
EYFS	<ul style="list-style-type: none"> Understand that everyone has different ideas that we may or may not agree with 	<ul style="list-style-type: none"> Agree or disagree with someone or a point being made
Year 1	<ul style="list-style-type: none"> Know that a data tells us about people/places being studied 	<ul style="list-style-type: none"> Consider why the data exists What was the purpose of the data collection?
Year 2	<ul style="list-style-type: none"> Know that data can be something that people used in the past 	<ul style="list-style-type: none"> Consider how the data was collected Who collected the data? When was it collected?
Year 3	<ul style="list-style-type: none"> Understand that geographers use evidence to understand the past Understand that evidence based on more than one source makes it more reliable 	<ul style="list-style-type: none"> Link data to conclusions
Year 4	<ul style="list-style-type: none"> Understand that evidence based on more than one source makes it more reliable 	<ul style="list-style-type: none"> Consider if there is more than data set that leads to the same conclusion Identify data that do not support an enquiry.
Year 5	<ul style="list-style-type: none"> Understand that conclusions made from data from different sources/investigations can help geographers when making interpretations for their own geographical enquiry 	<ul style="list-style-type: none"> Consider the significance of data Are there any similar trends from other sources or investigations we've studied
Year 6	<ul style="list-style-type: none"> Understand that summative data adds different degrees of value to a geographical enquiry depending on what is being investigated Understand that more than one interpretation with the same conclusion likely means it is a more reliable viewpoint 	<ul style="list-style-type: none"> Select evidence from a range that is the most reliable, considering validity and bias

Key Knowledge Overview

National Curriculum Expectations

EYFS

Understanding the World (People and Communities)

Children know about similarities and differences between themselves and others, and among families, communities and traditions.

Understanding the World (The World)

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.

Key Stage 1

Key Stage 1 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- name and locate the world's seven continents and five oceans;
- **name**, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

Place Knowledge

Pupils should be taught to:

- **understand** geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

Human and Physical Geography

Pupils should be taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles;
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather;
 - key human features, including: city, town, village, factory, farm, house, office, port, **barbour**, and shop.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage;
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map;
- use aerial photographs and plan perspectives to **recognise** landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key;
- **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.

Key Stage 2

Key Stage 2 National Curriculum Expectations

Locational Knowledge

Pupils should be taught to:

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time;
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).

Place Knowledge

Pupils should be taught to:

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and Physical Geography

Pupils should be taught to:

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle;
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Geographical Skills and Fieldwork

Pupils should be taught to:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied;
- use 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.

Whole School Knowledge Progression

	KS1	LKS2	UKS2
Locational Knowledge	<p>Building on EYFS knowledge of their own environment, children start to learn the names of key places in the UK beyond their immediate environment. Children also learn the names of the world's oceans and continents.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality.</p> <p>Children can:</p> <ol style="list-style-type: none"> name and locate the world's seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas; use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city, world map, continent, ocean, Europe, Africa, Asia, Australasia, North America, South America, Antarctica. 	<p>Building on KS1 knowledge of the UK, children begin to explore more of the world, understand how the world has zones and the significance of those zones. Locating places and features accurately on maps also becomes a focus.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</p> <p>Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding, recognising and identifying key physical and human geographical features.</p> <p>Children can:</p> <ol style="list-style-type: none"> locate the world's countries, using maps to focus on South America, concentrating on environmental regions and key physical and human characteristics; name and locate counties and cities of the United Kingdom, identifying human and physical characteristics including hills, mountains, rivers and seas, and how a place has changed; 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; use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate, tropics, tropical, of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. 	<p>Children begin to explore Eastern Europe and South America using maps to find these locations. Children use their knowledge of longitude, latitude, coordinates and indexes to locate places. Compared to Lower KS2, children focus more on finding locations outside of the UK.</p> <p>KS2 Geography National Curriculum Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. They will begin to explore the concept of tourism and its impact. Children can develop contextual knowledge of the location of globally significant places – both terrestrial and marine.</p> <p>Children develop their understanding of recognising and identifying key physical and human geographical features of the world; how these are interdependent and how they bring about spatial variation and change over time.</p> <p>Children can:</p> <ol style="list-style-type: none"> use maps to locate the world's countries with a focus on Eastern Europe 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, identifying their physical features, including mountains, and rivers, and land-use patterns; showing change over time; identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and use longitude and latitude to find locations on a map; use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, contour, altitude, peaks, slopes, continent, country, city, North America, South America, border, key.

Place Knowledge	<p>Children begin to compare places in the UK with a place outside of the UK. This builds on EYFS knowledge and understanding of the world, people and communities. Children can apply the skills of observing similarities and differences to places as well as people.</p> <p>KS1 Geography National Curriculum Pupils develop contextual knowledge of the location of globally significant places. They should develop knowledge about the world, the United Kingdom and their locality. Children begin to understand basic vocabulary relating to human and physical geography.</p> <p>Children can:</p> <ul style="list-style-type: none"> a compare the UK with a contrasting country in the world; b compare a local city/town in the UK with a contrasting city/town in a different country; c use key vocabulary to demonstrate knowledge and understanding in this strand: South America, London, Brasilia, compare, capital city, China, Asia, country, population, weather, similarities, differences, farming, culture, Africa, Kenya, Nairobi, river, desert, volcano. 	<p>Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop the skills of comparing regions, by focusing on specific features. Children focus on comparing regions of the UK in depth and start to look at an area outside of the UK.</p> <p>KS2 Geography National Curriculum Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom; b explore similarities and differences, comparing the human geography of a region of the UK and a region of South America; c understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom; d explore similarities and differences comparing the physical geography of a region of the UK and a region of South America; e use key vocabulary to demonstrate knowledge and understanding in this strand: Amazon rainforest, Sherwood Forest, Sheffield, city, Yorkshire, physical features, human features, landscape, feature, population, land use, retail, leisure, housing, business, industrial, agricultural. 	<p>Children develop their analytical skills by comparing areas of the UK with areas outside of the UK. They will have a deeper knowledge of diverse places, people, resources, natural, and human environments. They can make links to places outside of the UK and where they live. Children are encouraged to conduct independent research, asking and answering questions.</p> <p>KS2 Geography National Curriculum Children can 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.</p> <p>Children can:</p> <ul style="list-style-type: none"> a understand geographical similarities and differences through the study of human geography of a region of the United Kingdom, a region of Eastern Europe and South America; b understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom, a region of Eastern Europe and South America; c use key vocabulary to demonstrate knowledge and understanding in this strand: latitude, Arctic Circle, physical features, climate, human geography, land use, settlement, economy, natural resources.
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Human and Physical Geography	<p>Building on EYFS knowledge of how environments may vary. Children begin to learn about the physical and human features of geography.</p> <p>KS1 Geography National Curriculum</p> <p>Children will understand key physical and human geographical features of the world. They identify seasonal and daily weather patterns.</p> <p>Children can:</p> <ul style="list-style-type: none"> a 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; b 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; c use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. 	<p>Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about extreme weather, the processes involved in the causes and effects of extreme weather, as well as beginning to understand the impact of humans on the earth.</p> <p>KS2 Geography National Curriculum</p> <p>Children locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Explain the impact of humans on the earth in terms of land use, settlements and their direct connection to physical changes.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes, volcanoes, tornadoes, tsunamis, earthquakes and the water cycle; b human geography, including: types of settlement and land use; c use key vocabulary to demonstrate knowledge and understanding in this strand: mantle, outer core, inner core, magma, volcano, active, dormant, extinct, earthquake, epicentre, shock wave, magnitude, tsunami, tornado, climate, tropics, deforestation, evaporation, water cycle, evaporation, condensation, precipitation, cooling, filter, pollution, settlement, settler, site, need, shelter, food. 	<p>Children deepen their understanding of the difference between physical and human geography. They can explain the terminology of both aspects of geography with a range of examples. They spend time exploring human geography and the impact humans have on the world. They focus on trade links, resources and the distribution of resources around the world. Children also learn about the different types of mountains.</p> <p>KS2 Geography National Curriculum</p> <p>Children will locate a range of the world's most significant human and physical features. Explain how physical features have formed, why they are significant and how they can change. Children can understand how these are interdependent and how they bring about spatial variation and change over time. Children will deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.</p> <p>Children can:</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> a physical geography, including: climate zones, biomes and vegetation belts, mountains and the water cycle; b 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; c use key vocabulary to demonstrate knowledge and understanding in this strand: environmental disaster, settlement, resources, services, goods, electricity, supply, generation, renewable, non-renewable, solar power, wind power, biomass, origin, import, export, trade, efficiency, conservation, carbon footprint, peak, plateau, fold mountain, fault-block mountain, dome mountain, volcanic mountain, plateau mountain, tourism, positive, negative, economic, social, environmental.
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Geographical Skills and Fieldwork	<p>Building on EYFS knowledge of their own environment, children begin to use maps to locate places and name features using keys and symbols. Children also begin to look at how the environment has changed over time.</p> <p>KS1 Geography National Curriculum</p> <p>Children can interpret geographical information from a range of sources. They can communicate geographical information in a variety of ways.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use world maps, atlases and globes to identify the countries, continents and oceans studied at this keystage; b use simple compass directions and locational and directional to describe the location of features and routes on a map; c devise a simple map; and use and construct basic symbols in a key; d use simple fieldwork and observational skills to study the geography of the surrounding area, including key human and physical features, using a range of methods; e use key vocabulary to demonstrate knowledge and understanding in this strand: compass, 4-point, direction, North, East, South, West, plan, record, observe, aerial view, key, map, symbols, direction, position, route, journey, the UK, changes, tally chart, pictogram, world map, country, continent, human, physical. 	<p>Children begin to develop their map skills. They will be able to identify features on a map through the use of symbols and keys. Children begin to use fieldwork skills to monitor and explain patterns in human and physical features.</p> <p>KS2 Geography National Curriculum</p> <p>Children collect, analyse and communicate a range of data gathered through fieldwork that deepens their understanding of geographical processes. They interpret a range of sources of geographical information including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS).</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; b use symbols and keys (including the use of Ordnance Survey maps), to build their knowledge of the United Kingdom and the wider world; c use fieldwork to observe and present the human and physical features in the local area using sketch maps, plans and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: sketch map, map, aerial view, feature, annotation, landmark, distance, key, symbol, land use, urban, rural, population, coordinates. 	<p>Children build on their map skills by communicating locations through grid references and coordinates. They also explain what makes a good map symbol and why. Children focus on observing and recording the changes of human features over time, for example trade patterns.</p> <p>KS2 Geography National Curriculum</p> <p>Children will become confident in collecting, analysing, and communicating a range of data. Children can explain how the Earth's features at different scales are shaped, interconnected and change over time.</p> <p>Children can:</p> <ul style="list-style-type: none"> a use maps, atlases, globes and digital/computer mapping to locate countries and describe features; b 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; c use fieldwork to observe, measure, record and present human features using a range of methods, including sketch maps, plans and graphs, and digital technologies; d use key vocabulary to demonstrate knowledge and understanding in this strand: atlas, index, coordinates, latitude, longitude, key, symbol, Ordnance Survey, Silva compass, legend, borders, fieldwork, measure, observe, record, map, sketch, graph.
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