



Gladstone Road Primary School GEOGRAPHY

Curriculum design, LTP & Vocabulary Progression 2020/2021

Our **intent** for our Geography Curriculum is to inspire children's curiosity and fascination about the world we live in and its people; in order to deepen their understanding and knowledge of the wider world around them and their place within it.

Our **intent** is for children to:

- Achieve their absolute potential by having the highest expectations of their learning
- Be equipped with geographical skills and knowledge that are progressive and transferable throughout their time at Gladstone Road and to their further education and beyond; through studying places, people and human and natural environments
- Be confident to ask questions to extend and deepen their knowledge and understanding of the world.
- Discover answers to their own questions through investigation, exploration and research.
- Develop skills that are transferable to other areas of the curriculum and which can be used to promote spiritual, moral, social and cultural development.
- Stimulate excitement, creativity and critical thinking about the world that will equip them to make their own way in it.

We **implement** our Geography curriculum through:

- In EYFS, we implement Geography by providing a range of stimulating experiences for children to explore the world around them, making connections between the locality in which we live and the wider world.
- Teaching a range of Geography skills each half term, with frequent revisiting of those Geography skills which are more difficult to grasp or retain.
- Focusing on key skills and ensuring the children can talk about which key skill(s) they are using and/or developing in each lesson.
- Constantly exposing and immersing children in new vocabulary to increase their knowledge and understanding, not only of the specific subject they are currently focusing on but also of the world they live in.
- Providing opportunities for children to develop their knowledge about places, people, resources and natural and human environments.
- Opportunities in each year group to use the school grounds and/or the local area for fieldwork to enable children to base their learning on first hand experiences. Educational visits further afield will also be used where possible to enhance fieldwork. Likewise, visitors to school will also be encouraged.
- Allowing children to explore Geography in relation to their own ability and understanding, including opportunities for all children to access Greater Depth learning
- Making links between Geographical skills and other skills which are taught across different areas of the curriculum.

The **impact** of our Geography approach is that by the end of year 6, children will have a comprehensive knowledge of places around the world; understand the processes that result in the key physical and human geographical features of the world; and be competent in the geographical skills needed to analyse and collect data, and interpret and communicate a range of geographical information. Children will have developed the geographical knowledge and skills to help them explore, navigate and understand the world around them and their place within it.

Here's what our children say:



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KS1	Autumn Term <i>Me and My World/Dragons</i>	Spring Term <i>Space/Amazing Animals</i>	Summer Term <i>Plants/Going to the seaside</i>
Y1	<p style="text-align: center;">The Local Area</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To locate places on a map of the local area using locational and directional language. - To draw a simple map. - To name and locate on a map the four countries and capital cities of the United Kingdom. - To know about the local area and name key landmarks. - To talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. - To talk about a natural environment, naming its features using some key vocabulary. - To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. - To locate some features of the school grounds on a base map. 	<p style="text-align: center;">Comparison of Iceland and Scarborough The Countries of the U.K.</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To begin to recognise and name some continents and oceans on a globe or atlas. - To name and locate on a map the four countries and capital cities of the United Kingdom. - To talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. - To talk about a natural environment, naming its features using some key vocabulary. - To make observations about, and describe, the local area and the nearest local green space. - To describe an aspect of the physical and human geography of a distant place. - To show awareness of their locality and identify one or two ways it is different and similar to the distant place. - To use aerial photos to identify features of a locality. - To use a world map, atlas or globe to recognise and name some continents and oceans. - To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. - To show awareness that the weather may vary in different parts of the UK and in different parts of the world. 	<p style="text-align: center;">Comparison of Scarborough with a Non-European country Coasts</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To name and locate on a map the four countries and capital cities of the United Kingdom. - To talk about a natural environment, naming its features using some key vocabulary. - To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. - To talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. - To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. - To talk about the day-to-day weather and some of the features of the seasons in their locality.
	<p style="text-align: center;"><u>Continuous Skills*</u></p> <ul style="list-style-type: none"> <li style="width: 50%;">- naming the four countries of the U.K. <li style="width: 50%;">- naming some physical features <li style="width: 50%;">- naming the capital cities of the U.K. <li style="width: 50%;">- naming some human features <li style="width: 50%;">- naming some of the continents <li style="width: 50%;">- what is a continent? <li style="width: 50%;">- naming some of the oceans <li style="width: 50%;">- what is a country? <p>(* link to EAL children in your class/children with family members of friends around the world – where possible to do so)</p>		



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<i>Locational Knowledge Vocabulary</i>	ocean, land, sea, world, country, continent, United Kingdom, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Southern Ocean, Asia, Africa, Europe, North America, South America, Australia, Antarctica, England, Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast
<i>Place Knowledge Vocabulary</i>	similarity, difference, local area, landmarks, physical geography, human geography, non-European country, environment
<i>Human and Physical Geography Vocabulary</i>	weather, seasons, Spring, Summer, Autumn, Winter, physical features, human features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, city, town, village, factory, farm, house, office, port, harbour, shop
<i>Skills and Fieldwork Vocabulary</i>	map, atlas, globe, plan, key, location, next to, far from, behind, under, left, right, forwards, backwards, distance, how far, directions



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KS1	Autumn Term Paddington/Space	Spring Term Great Fire of London/Meerkat Mall	Summer Term The Emperors Egg/The Lonely Beast
Y2	<p style="text-align: center;">Local area</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To know about the local area, and name and locate key landmarks. - To use aerial photos to identify physical and human features of a locality. - To describe a journey on a map of the local area using simple compass directions and locational and directional language. - To draw a simple map with a basic key of places showing landmarks. - To recognise a natural environment and describe it using key vocabulary. - To identify a range of human environments, such as the local area and contrasting settlements, and describe them using key vocabulary. - To make observations about, and describe, the local area and its physical and human geography. 	<p style="text-align: center;">London and the UK Animals Around The World</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> -- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. - To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. - To use aerial photos to identify physical and human features of a locality. - To identify a range of human environments, such as the local area and contrasting settlements, and describe them using key vocabulary. - To recognise a natural environment and describe it using key vocabulary. - To name and locate the seven continents and five oceans on a globe or atlas. -To describe which continents have significant hot or cold areas and relate these to the Poles and Equator. - To identify seasonal and daily weather patterns in the United Kingdom. - To use a world map, atlas or globe to name and locate the seven continents and five oceans. 	<p style="text-align: center;">Comparison of Antarctica and Scarborough</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To describe the physical and human geography of a distant place. - To describe their locality and how it is different and similar to the distant place. - To use a world map, atlas or globe to name and locate the seven continents and five oceans. - To name and locate the seven continents and five oceans on a globe or atlas.
	<p style="text-align: center;">Continuous Skills*</p> <ul style="list-style-type: none"> <li style="width: 33%;">- naming the four countries of the U.K. <li style="width: 33%;">- naming the seas around the UK <li style="width: 33%;">- 4 points of a compass <li style="width: 33%;">- naming the capital cities of the U.K. <li style="width: 33%;">- naming physical/human features <li style="width: 33%;">- significance of Equator/North and South Pole <li style="width: 33%;">- naming the continents <li style="width: 33%;">- what is a continent/country? <p style="text-align: center;">(* link to EAL children in your class/children with family members of friends around the world – where possible to do so)</p>		



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<i>Locational Knowledge Vocabulary</i>	ocean, land, sea, world, country, continent, United Kingdom, Pacific Ocean, Atlantic Ocean, Arctic Ocean, Indian Ocean, Southern Ocean, Asia, Africa, Europe, North America, South America, Australia, Antarctica, England, Ireland, Scotland, Wales, London, Cardiff, Edinburgh, Belfast, North Sea, Irish Sea, English Channel
<i>Place Knowledge Vocabulary</i>	similarity, difference, local area, landmarks, physical geography, human geography, environment
<i>Human and Physical Geography Vocabulary</i>	weather, seasonal, Equator, North Pole, South pole, physical features, human features, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, city, town, village, factory, farm, house, office, port, harbour, shop
<i>Skills and Fieldwork Vocabulary</i>	map, atlas, globe, plan, key, location, next to, far from, behind, under, left, right, forwards, backwards, distance, how far, North, South, East, West, compass, directions



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Lower KS2	Autumn Term The Stone Age	Spring Term Rome	Summer Term North America
Y3	<p>Starting point: ‘Where did the Stone Age settle?’ (Locational Knowledge and human geography focus)</p> <p><u>Skills to be developed:</u></p> <ul style="list-style-type: none"> - To locate countries in Europe and North and South America on a map or atlas. - To describe where the UK is located, and name and locate its four countries and some counties. - To locate where they live in the UK. - To relate continent, country, county and city to where they live. - To locate the UK’s major urban areas and locate some physical environments in the UK. - To use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. - To locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles. - To identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. - To recognise features and some activities that occur in different settlements using a range of key vocabulary. - To recognise the main land uses within urban areas and the key characteristics of rural areas. - To use a map and atlases to identify countries in Europe, and North and South America. - To use 2 figure grid references. - To use the four points of a compass to give direction instructions and begin to learn eight points of a compass. 	<p>Volcanoes and Earthquakes (physical geography focus)</p> <p><u>Skills to be developed:</u></p> <ul style="list-style-type: none"> - To describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles. - To describe which continents have significant hot or cold areas and relate these to the Poles and Equator. - To recognise different natural features (focusing on volcanoes and earthquakes) and describe them using a range of key vocabulary. - To describe how some physical processes can cause hazards to people. 	<p>North America study (place knowledge focus)</p> <p><u>Skills to be developed:</u></p> <ul style="list-style-type: none"> - To understand the basic physical and human geography of an area of the UK and its contrasting human and physical environments. - To recognise that some regions are different from others. - To describe the physical and human characteristics of a region in North America, and describe similarities and differences with an area of the UK. - To recognise that there are advantages and disadvantages of living in certain environments. - To identify states in North America using a map.
	<p style="text-align: center;"><u>Continuous Skills*</u></p> <ul style="list-style-type: none"> - naming the four countries of the U.K. - naming the capital cities of the U.K. - naming the continents circles - naming the seas around the UK - naming physical/human features - what is a continent/country/county city/town/village? - 4/8 points of a compass, 2 figure grid references - significance of Equator/North and South Pole - location of tropics, Arctic/Antarctic 		



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Lower KS2	Autumn Term Anglo Saxons and Vikings	Spring Term Greeks	Summer Term Yorkshire
Y4	<p>Starting point: ‘Where did the Anglo Saxons come from/settle?’ (Locational Knowledge and human geography focus)</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> -To locate some countries in Europe and North and South America on a map or atlas. - To describe some European and North and South American cities using an atlas. -To begin to relate a continent to a country. - To describe where the UK is located, and name and locate some major urban areas. -To locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. -To locate and describe some human and physical characteristics of the UK. -To identify the position of the Prime/Greenwich Meridian and understand the significance of latitude and longitude. - To identify and sequence a range of settlement sizes from a village to a city. - To describe the characteristics of settlements with different functions, e.g. coastal towns. - To use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. - To learn and begin to use four figure grid references. - To use the eight points of a compass to give direction instructions. 	<p>Modern Day Greece study (place knowledge focus)</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To understand the physical and human geography of an area of the UK and its contrasting human and physical environments. - To explain why some regions are different from others. - To describe the physical and human characteristics of a region in Europe, and describe similarities and differences with an area of the UK. To understand how the human and physical characteristics of one region in Europe are connected and make it special. - To understand how physical processes can cause hazards to people. - To describe some advantages and disadvantages of living in hazard-prone areas. <p><u>To be covered through science:</u></p> <ul style="list-style-type: none"> - To describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. 	<p>Physical Features of Yorkshire (physical geography focus)</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary. - To use simple geographical vocabulary to describe significant physical features and talk about how they change. - To describe a river and mountain environment in the UK, using appropriate geographical vocabulary. - To use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas
<p><u>Continuous Skills*</u></p>			
<ul style="list-style-type: none"> - naming the four countries of the U.K. - naming the capital cities of the U.K. 		<ul style="list-style-type: none"> - naming the seas around the UK - naming physical/human features 	<ul style="list-style-type: none"> - 4/8 points of a compass, 2/4 figure grid references - significance of Equator/North and South Pole



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	<ul style="list-style-type: none"> - naming the continents - naming countries in Europe - meaning of rural/urban <p>(* link to EAL children in your class/children with family members of friends around the world – where possible to do so)</p>		
	<ul style="list-style-type: none"> - what is a continent/country/county/city/town/village? - naming countries in North/South America - significance of latitude/longitude 		
	<ul style="list-style-type: none"> - location of tropics, Arctic/Antarctic circles, Prime/Greenwich Meridian 		
Locational Knowledge Vocabulary	United Kingdom, Europe, North America, South America, England, Ireland, Wales, Scotland, North Yorkshire, Scarborough, continent, country, county, North Yorkshire, South Yorkshire, West Yorkshire, East Riding of Yorkshire, Prime Meridian, Greenwich Meridian, latitude, longitude,		
Place Knowledge Vocabulary		human environment, physical environment, regions, differences, similarities, physical characteristics, human characteristics, physical processes, hazards, hazard-prone, advantages, disadvantages, compare	
Human and Physical Geography Vocabulary	settlements, land use, urban areas, rural areas, human characteristics, physical characteristics		climate zone, temperate zone, tropical zone, polar zone, physical features, river, river bank, hills, valleys, mountain, mountain ranges, mountainous, summit, peak, agriculture, farming
Skills and Fieldwork Vocabulary	map, atlas, four figure grid references, compass points, North, South, East, West, North East, South East, South West, North West, scale plan, graph, digital map, zoom function, techniques		



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Upper KS2	Autumn Term Beside the Seaside	Spring Term Egypt	Summer Term Local Area - Scarborough
Y5	<p style="text-align: center;">Coastlines</p> <p style="text-align: center;">(Physical geography and U.K. locational knowledge focus)</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To describe where the UK is located, and name and locate a range of cities and counties. - To locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. - To locate the UK's regions and major cities. - To explain some ways a biome (including the oceans) is valuable and under threat from human activity. - To use four figure grid references confidently. 	<p style="text-align: center;">Rivers and Deserts</p> <p style="text-align: center;">(physical geography and the world locational knowledge focus)</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To locate some major cities and countries of Europe and North and South America on maps. - To describe some key physical and human characteristics of Europe and North and South America. - To locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. - To understand how climate and vegetation are connected in biomes (desert) - To understand that animals and plants are adapted to the climate. - To describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a river and how it was formed. - To understand hazards from physical environments such as avalanches in mountain regions. The child can identify an important environmental issue. 	<p style="text-align: center;">Germany study (Osterode – Niedersachsen region) (place knowledge focus)</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To understand how a region has changed. - To know and share information about a European region, its physical environment and climate, and economic activity. - To understand how human activity is influenced by climate and weather. - To understand hazards from physical environments such as avalanches in mountain regions. The child can identify an important environmental issue. - To know and understand what life is like in cities and in villages. - To describe some renewable and non-renewable energy sources. - To describe different types of industry currently in the local area.
	<p style="text-align: center;"><u>Continuous Skills*</u></p> <ul style="list-style-type: none"> - naming the four countries of the U.K. - naming the capital cities of the U.K. - naming the continents - naming countries in Europe - naming countries in North/South America - meaning of rural/urban - meaning of biomes and examples <p style="text-align: center;">(* link to EAL children in your class/children with family members of friends around the world – where possible to do so)</p>		



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Locational Knowledge Vocabulary	United Kingdom, cities, counties, physical environments, coastal environment, regions,	Europe, North America, South America, human characteristics, physical characteristics, Equator, Tropic of Cancer, Tropic of Capricorn, latitude, longitude	
Place Knowledge Vocabulary	biomes, oceans, human activity		climate, hazards, environmental issues, physical environments, avalanches, mountain regions,
Human and Physical Geography Vocabulary	Coastline, headline, landslide, corrosion, erosion, coastal path, tide, tourism, groynes, sea wall, peninsular, cliff, cave, sea, coast, arch, sand, rock-fall	Adaptation, physical processes, biomes, climate, vegetation, desert, rivers, river bank, river mouth, estuary, flood plain, erosion, meanders, transport, estuary.	cities, villages, renewable energy source, non-renewable energy source, industry
Skills and Fieldwork Vocabulary	map, atlas, four figure grid references, sketch map, symbols, digital maps, techniques,		



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Upper KS2	Autumn Term WW2	Spring Term Rainforests	Summer Term London
Y6	<p>Starting point: ‘Which countries were involved in WW2?’ (Locational Knowledge focus)</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> - To locate cities, countries and regions of Europe and North and South America on maps. - To describe key physical and human characteristics and environmental regions of Europe and North and South America. - To describe where the UK is located, and name and locate a range of cities and countries. - To locate and describe several physical environments in the UK e.g. coastal and mountain environments and how they change. - To locate the UK’s major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. - To recognise broad land-use patterns over time. - To locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation. - To know and understand what life is like in cities and in villages and in a range of settlement sizes. - To continue to use four figure grid references with confidence and find six figure grid references. 	<p>Rainforests – the Amazon (physical and human geography focus)</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> -To explain some ways biomes (rainforests) are valuable, why they are under threat and how they can be protected. -To explain several threats to wildlife/habitats. -To understand how climate and vegetation are connected in biomes (rainforest) -To describe what the climate of a region is like and how plants and animals are adapted to it. -To understand how food production is influenced by climate. - To understand that products we use are imported as well as locally produced (trade links) - To understand where our natural resources such as minerals (medicines) come from. 	<p>Brazil study (place knowledge focus)</p> <p>Skills to be developed:</p> <ul style="list-style-type: none"> -To understand how a region has changed and how it is different from another region of the UK. -To know and share information about a region of South America, its physical environment and climate, and economic activity. - To understand how human activity is influenced by climate and weather. -To understand hazards from physical environments and their management, such as avalanches in mountain regions. -To explain several threats to wildlife/habitats. -To describe and understand a range of key physical processes and the resulting landscape features e.g. the child can understand how a mountain region was formed.
	<p style="text-align: center;"><u>Continuous Skills*</u></p> <ul style="list-style-type: none"> - naming the four countries of the U.K. - naming the capital cities of the U.K. - naming the continents - naming countries in Europe - naming countries in North/South America - meaning of rural/urban - meaning of biomes and examples <ul style="list-style-type: none"> - naming the seas around the UK - naming physical/human landscapes/environments - what is a continent/country/county/city/town/village? - significance of Equator/North and South Pole - significance of latitude/longitude - location of tropics, Arctic/Antarctic circles, Prime/Greenwich Meridian - 8 points of a compass, 4/6 figure grid references 		



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	(* link to EAL children in your class/children with family members of friends around the world – where possible to do so)		
Locational Knowledge Vocabulary	Cities, countries, regions, Europe, North America, South America, environmental regions, United Kingdom, cities, counties, physical environments, coastal environments, mountain environments, land use, Equator, Tropic of Cancer, Tropic of Capricorn, latitude, longitude, time zone, climate, seasons, vegetation		
Place Knowledge Vocabulary			Region, physical environment, economic activity, human activity
Human and Physical Geography Vocabulary	cities, villages, settlements	biomes, deforestation, forest, plants, rainforest floor, nutrients, ecosystem, emergent layer, growth, inhabitants, biodiversity, botanist, camouflage, canopy, climate, tropical, temperate, vegetation, understorey, trade links	Physical processes, hazards, landscape features, mountains, mountain formation, tectonic plates
Skills and Fieldwork Vocabulary	map, atlas, four figure grid references, six figure grid references, sketch map, symbols, digital maps, techniques		



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PROGRESSION DOCUMENT

NC Objective	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational Knowledge							
<ul style="list-style-type: none"> - name and locate the world's 7 continents and 5 oceans (KS1) - 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 (KS2) 		<ul style="list-style-type: none"> - To begin to recognise and name some continents and oceans on a globe or atlas. 	<ul style="list-style-type: none"> - To name and locate the seven continents and five oceans on a globe or atlas. 	<ul style="list-style-type: none"> - To locate countries in Europe and North and South America on a map or atlas. - To identify states in North America using a map. 	<ul style="list-style-type: none"> -To locate some countries in Europe and North and South America on a map or atlas. - To describe some European and North and South American cities using an atlas -To begin to relate a continent to a country. 	<ul style="list-style-type: none"> - To locate some major cities and countries of Europe and North and South America on maps. - To describe some key physical and human characteristics of Europe and North and South America. 	<ul style="list-style-type: none"> - To locate cities, countries and regions of Europe and North and South America on maps. - To describe key physical and human characteristics and environmental regions of Europe and North and South America.
<ul style="list-style-type: none"> - name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas (KS1) - 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 (KS2) 		<ul style="list-style-type: none"> - To name and locate on a map the four countries and capital cities of the United Kingdom 	<ul style="list-style-type: none"> -- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas on a map. 	<ul style="list-style-type: none"> - To describe where the UK is located, and name and locate its four countries and some counties. - To locate where they live in the UK. - To relate continent, country, county and city to where they live. - To locate the UK's major urban areas and locate some physical environments in the UK. 	<ul style="list-style-type: none"> - To describe where the UK is located, and name and locate some major urban areas. -To locate where they live in the UK using locational terminology (north, south, east, west) and the names of nearby counties. -To locate and describe some human and physical characteristics of the UK. 	<ul style="list-style-type: none"> - To describe where the UK is located, and name and locate a range of cities and counties. - To locate and describe some physical environments in the UK, e.g. coastal environments, the UK's significant rivers and mountains. - To locate the UK's regions and major cities. 	<ul style="list-style-type: none"> - To describe where the UK is located, and name and locate a range of cities and counties. - To locate and describe several physical environments in the UK e.g. coastal and mountain environments and how they change. - To locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time. - To recognise broad land-use patterns over time.
<ul style="list-style-type: none"> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer 				<ul style="list-style-type: none"> - To use a globe and map to identify the position of the Poles, the Equator, Northern Hemisphere and Southern Hemisphere. 	<ul style="list-style-type: none"> -To identify the position of the Prime/Greenwich Meridian and understand the 	<ul style="list-style-type: none"> - To locate places studied in relation to the Equator, Tropics of Cancer and Capricorn, and their latitude and longitude. 	<ul style="list-style-type: none"> - To locate places studied in relation to the Equator, the Tropics of Cancer and Capricorn, latitude and longitude, and relate this to their time zone, climate, seasons and vegetation.



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<p>and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) (KS2)</p>				<p>- To locate the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles.</p>	<p>significance of latitude and longitude.</p>		
<p>Place Knowledge</p>							
<p>- 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 (KS1)</p> <p>- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America. (KS2)</p>	<p>- Looks closely at similarities, differences, patterns and change in own environment and that of others.</p> <p>- Knows about similarities and differences in relation to places, objects, materials and living things. Can make observations of animals and plants and explain why some things occur and talk about changes.</p> <p>- Knows that the environment and living things are influenced by human activity. Can describe some actions which people in their own community do that helps to maintain the area they live in. Knows the properties of some materials and can suggest some of the purposes they are used for.</p>	<p>- To know about the local area and name key landmarks.</p> <p>- To make observations about, and describe, the local area and the nearest local green space.</p> <p>- To describe an aspect of the physical and human geography of a distant place.</p> <p>- To show awareness of their locality and identify one or two ways it is different and similar to the distant place.</p>	<p>- To know about the local area, and name and locate key landmarks.</p> <p>- To make observations about, and describe, the local area and its physical and human geography.</p> <p>- To describe the physical and human geography of a distant place.</p> <p>- To describe their locality and how it is different and similar to the distant place.</p>	<p>- To understand the basic physical and human geography of an area of the UK and its contrasting human and physical environments.</p> <p>- To recognise that some regions are different from others.</p> <p>- To describe the physical and human characteristics of a region in North America, and describe similarities and differences with an area of the UK.</p> <p>- To describe how some physical processes can cause hazards to people.</p> <p>- To recognise that there are advantages and disadvantages of living in certain environments.</p>	<p>- To understand the physical and human geography of an area of the UK and its contrasting human and physical environments.</p> <p>- To explain why some regions are different from others.</p> <p>- To describe the physical and human characteristics of a region in Europe, and describe similarities and differences with an area of the UK.</p> <p>To understand how the human and physical characteristics of one region in Europe are connected and make it special.</p> <p>- To understand how physical processes can cause hazards to people.</p> <p>- To describe some advantages and disadvantages of living in hazard-prone areas.</p>	<p>- To understand how a region has changed.</p> <p>- To know and share information about a European region, its physical environment and climate, and economic activity.</p> <p>- To explain some ways a biome (including the oceans) is valuable and under threat from human activity.</p> <p>- To understand how human activity is influenced by climate and weather.</p> <p>- To understand hazards from physical environments such as avalanches in mountain regions. The child can identify an important environmental issue.</p>	<p>To understand how a region has changed and how it is different from another region of the UK.</p> <p>To know and share information about a region of South America, its physical environment and climate, and economic activity.</p> <p>To explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</p> <p>To understand how human activity is influenced by climate and weather.</p> <p>To understand hazards from physical environments and their management, such as avalanches in mountain regions.</p> <p>To explain several threats to wildlife/habitats.</p>
<p>Human and physical geography</p>							
<p>- 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</p>	<p>- Responds to experiences and explorations of why things happen and how things work in</p>	<p>- To talk about the day-to-day weather and some of the features of the seasons in their locality.</p>	<p>- To identify seasonal and daily weather patterns in the United Kingdom.</p>	<p>- To describe the pattern of hot or cold areas of the world and relate this to the position of the Equator and the Poles.</p>	<p>- To indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of</p>	<p>- To understand how climate and vegetation are connected in biomes (desert)</p>	<p>-To understand how climate and vegetation are connected in biomes (rainforest)</p>



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<p>and the North and South Poles (KS1)</p> <ul style="list-style-type: none"> - 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 (KS1) - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle (KS2) 	<p>the 'natural' and 'made' world.</p>	<ul style="list-style-type: none"> - To show awareness that the weather may vary in different parts of the UK and in different parts of the world. - To talk about a natural environment, naming its features using some key vocabulary. 	<ul style="list-style-type: none"> -To describe which continents have significant hot or cold areas and relate these to the Poles and Equator. - To recognise a natural environment and describe it using key vocabulary. 	<ul style="list-style-type: none"> - To identify seasonal and daily weather patterns in the United Kingdom. -To describe which continents have significant hot or cold areas and relate these to the Poles and Equator. - To recognise different natural features (focusing on volcanoes and earthquake) and describe them using a range of key vocabulary. 	<p>these zones using appropriate vocabulary.</p> <ul style="list-style-type: none"> - To use simple geographical vocabulary to describe significant physical features and talk about how they change. - To describe a river and mountain environment in the UK, using appropriate geographical vocabulary. - To describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains. 	<ul style="list-style-type: none"> - To understand that animals and plants are adapted to the climate. - To understand our food is grown in many different countries because of their climate. - To describe some key physical processes and the resulting landscape features, e.g. understand the characteristics of a river and how it was formed. 	<ul style="list-style-type: none"> -To describe what the climate of a region is like and how plants and animals are adapted to it. -To understand how food production is influenced by climate. -To describe and understand a range of key physical processes and the resulting landscape features. The child can understand how a mountain region was formed.
<ul style="list-style-type: none"> - use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop (KS1) - describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water (KS2) 		<ul style="list-style-type: none"> - To talk about a human environment, such as the local area or a UK city, naming some features using some key vocabulary. 	<ul style="list-style-type: none"> - To identify a range of human environments, such as the local area and contrasting settlements, and describe them using key vocabulary. 	<ul style="list-style-type: none"> - To identify and sequence different human environments, such as the local area and contrasting settlements such as a village and a city. - To recognise features and some activities that occur in different settlements using a range of key vocabulary. - To recognise the main land uses within urban areas and the key characteristics of rural areas. 	<ul style="list-style-type: none"> - To identify and sequence a range of settlement sizes from a village to a city. - To describe the characteristics of settlements with different functions, e.g. coastal towns. - To use appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas. 	<ul style="list-style-type: none"> - To know and understand what life is like in cities and in villages. - To describe some renewable and non-renewable energy sources. - To describe different types of industry currently in the local area. 	<ul style="list-style-type: none"> - To know and understand what life is like in cities and in villages and in a range of settlement sizes. - To understand that products we use are imported as well as locally produced (trade links) - To understand where our natural resources such as minerals (medicines) come from.



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Skills and Fieldwork							
<ul style="list-style-type: none"> - 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 (KS1) - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied (KS2) 	<ul style="list-style-type: none"> - Visit different parts of the local community, including areas where some children may be very knowledgeable, e.g. Chinese supermarket, local church, elders lunch club, Greek café. 	<ul style="list-style-type: none"> - To use a world map, atlas or globe to recognise and name some continents and oceans. - To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom. 	<ul style="list-style-type: none"> - To use a world map, atlas or globe to name and locate the seven continents and five oceans. - To use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. 	<ul style="list-style-type: none"> - To use a map and atlases to identify countries in Europe, and North and South America. 	<ul style="list-style-type: none"> - To use a map and atlases to identify countries and cities in Europe, and North and South America. 	<ul style="list-style-type: none"> -To use a variety of maps to describe some key human and physical characteristics of Europe, and North or South America. 	<ul style="list-style-type: none"> Use a variety of maps to describe key human and physical features of regions of Europe, and North and South America.
<ul style="list-style-type: none"> - 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 (KS1) - To use the 8 points of a compass, 4 and 6 figure grid references, symbols and key (including the Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world (KS2) 		<ul style="list-style-type: none"> - To locate places on a map of the local area using locational and directional language. 	<ul style="list-style-type: none"> - To describe a journey on a map of the local area using simple compass directions and locational and directional language. 	<ul style="list-style-type: none"> - To use 2 figure grid references. - To use the four points of a compass to give direction instructions and begin to learn eight points of a compass. 	<ul style="list-style-type: none"> - To learn and begin to use four figure grid references. - To use the eight points of a compass to give direction instructions. 	<ul style="list-style-type: none"> - To use four figure grid references confidently. 	<ul style="list-style-type: none"> - To continue to use four figure grid references with confidence and find six figure grid references.
<ul style="list-style-type: none"> - use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (KS1) - use simple fieldwork and observational skills to study the geography 		<ul style="list-style-type: none"> - To use aerial photos to identify features of a locality. - To draw a simple map. - To assist in keeping a weekly weather chart based on first-hand observations using picture symbols. 	<ul style="list-style-type: none"> - To use aerial photos to identify physical and human features of a locality. - To draw a simple map with a basic key of places showing landmarks. - To keep a weekly weather chart based on first-hand 	<ul style="list-style-type: none"> - To make a simple sketch map. - To present information gathered in fieldwork using a simple graph. - To use digital maps to identify familiar places. 	<ul style="list-style-type: none"> - To make a map of a short route with features in the correct order and in the correct places. - To make a simple scale plan of a room. - To present information gathered in fieldwork using simple graphs. 	<ul style="list-style-type: none"> - To make a sketch map with symbols. - To use digital maps to identify human and physical features. - To present information gathered in fieldwork using a range of graphs. - To carry out fieldwork in an urban area and/or a rural area using appropriate techniques. 	<ul style="list-style-type: none"> - To make sketch maps of areas using symbols, a key and a scale. - To use digital maps to investigate features of an area. - To present information gathered in fieldwork through selecting and using a range of graphs. - To plan and carry out a fieldwork investigation in an urban area



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<p>of their school and its grounds and the key human and physical features of its surrounding environment (KS1)</p> <p>- 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 (KS2)</p>		<p>- To locate some features of the school grounds on a base map.</p>	<p>observations using picture symbols, and present this data.</p> <p>- To locate features of the school grounds on a base map.</p>	<p>- To carry out fieldwork (in a group) in the local area using appropriate techniques suggested.</p>	<p>- To use the zoom function of a digital map to locate places.</p> <p>- To carry out fieldwork (in a group) in the local area selecting appropriate techniques.</p>		<p>and/or a rural area using appropriate techniques.</p>
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