Belton Church of England Primary School

GEOGRAPHY CURRICULUM STATEMENT

Achieving the Best Together

I have come that they may have life in all its fullness – John 10:10

Curriculum Vision

"The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together."

–President Barack Obama

We aim to ensure that our pupils understand the relationship between the Earth and its people and are provided a means of exploring, appreciating and understanding the modern world in which they live, how it has evolved and the challenges it faces.

Intent

At Belton, we aim to inspire pupils to become curious and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. Through our teaching we aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to
contribute to and improve the world around them.

At Belton we encourage:

- A strong focus on developing both geographical skills and knowledge.
- Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.
- The development of fieldwork skills across each year group.

- A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.
- A growing understanding of geographical concepts, terms and vocabulary.

At Belton we enable pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

Implementation

The National curriculum organises the Geography attainment targets under four subheadings or strands:

- Locational knowledge
- Place knowledge
- Human and physical geography
- Geographical skills and fieldwork

As a school we have chosen to use the Kapow Primary Geography scheme as it has a clear progression of skills and knowledge within these four strands across each year group. Our Progression of skills and knowledge shows the skills taught within each year group and how these develop to ensure that attainment targets are securely met by the end of each key stage. Geographical key concepts are woven across all units rather than being taught discretely as seen in the Progression of key geographical concepts.

Our National curriculum coverage document shows which of our units cover each of the National curriculum attainment targets as well as each of the four strands in Key stage 1 and 2. The document also reflects which Development matters statements and Early learning goals are met in each activity within the EYFS units.

The Kapow Primary scheme is a spiral curriculum, with essential knowledge and skills revisited with increasing complexity, allowing pupils to revise and build on their previous learning. Locational knowledge, in particular, will be reviewed in each unit to coincide with our belief that this will consolidate children's understanding of key concepts, such as scale and place, in Geography.

The two EYFS units provide a solid foundation of geographical skills, knowledge and enquiry for children to transition successfully onto Key stage 1 Geography learning, whilst also working towards the Development matters statements and Early Learning Goals. These units consist of a mixture of adult-led and child-initiated activities which can be selected by the teacher to fit in with Reception class themes or topics.

Cross-curricular links are included throughout each unit, allowing children to make connections and apply their Geography skills to other areas of learning. Our enquiry

questions form the basis for our Key stage 1 and 2 units, meaning that pupils gain a solid understanding of geographical knowledge and skills by applying them to answer enquiry questions. We have designed these questions to be open-ended with no preconceived answers and therefore they are genuinely purposeful and engage pupils in generating a real change. In attempting to answer them, children learn how to collect, interpret and represent data using geographical methodologies and make informed decisions by
applying their geographical knowledge.

Each unit contains elements of geographical skills and fieldwork to ensure that fieldwork skills are practised as often as possible. Kapow Primary units follow an enquiry cycle that maps out the fieldwork process of question, observe, measure, record, and present, to reflect the elements mentioned in the National curriculum. This ensures children will learn how to decide on an area of enquiry, plan to measure data using a range of methods, capture the data and present it to a range of appropriate stakeholders in various formats.

Fieldwork includes smaller opportunities on the school grounds to larger-scale visits to investigate physical and human features. Developing fieldwork skills within the school environment and revisiting them in multiple units enables pupils to consolidate their understanding of various methods. It also gives children the confidence to evaluate methodologies without always having to leave the school grounds and do so within the confines of a familiar place. This makes fieldwork regular and accessible while giving children a thorough understanding of their locality, providing a
solid foundation when comparing it with other places.

Lessons incorporate various teaching strategies from independent tasks to paired and group work, including practical hands-on, computer-based and collaborative tasks. This variety means that lessons are engaging and appeal to those with a variety of learning styles. Each lesson provides guidance for teachers on how to adapt their teaching to ensure that all pupils can access learning, and opportunities to stretch pupils' learning are also available if required. Knowledge organisers foreach unit support pupils in building a foundation of factual knowledge by encouraging recall of key
facts and vocabulary.

Strong subject knowledge is vital for staff to deliver a highly effective and robust Geography curriculum. Each unit of lessons includes multiple teacher videos to develop subject knowledge and support CPD. Kapow Primary has been created with the understanding that many teachers do not feel confident delivering the full Geography curriculum, and every effort has been made to ensure that they feel supported to deliver lessons of a high standard that ensure pupil progression.

Due to the numbers on roll, we use a rolling programme of planning as we have mixed age classes. When planning each enquiry, teaching staff ensure that the outcome for each year group is pedagogically appropriate, taking all of the above into consideration. We teach three Geography units a year.

Where possible, field trips are used to enhance cultural capital, particularly around the local area

Impact

An enquiry-based approach to learning will allow teachers to assess children against the National curriculum expectations for Geography. The impact of Kapow Primary's scheme can be constantly monitored through both formative and summative assessment opportunities.

Each lesson includes guidance to support teachers in assessing pupils against the learning objectives.

Furthermore, each unit has a unit quiz and knowledge catcher, which can be used at the start or end of the unit to assess children's understanding. Opportunities for children to present their findings using their geographical skills will also form part of the assessment process in each unit.

After implementing Kapow Primary Geography, pupils should leave school equipped with a range of skills and knowledge to enable them to study Geography with confidence at Key stage 3. We hope to shape children into curious and inspired geographers with respect and appreciation for the world around them alongside an understanding of the interconnection between the human and the physical.

The expected impact of following the Kapow Primary Geography scheme of work is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.
- Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.
- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Include a paragraph that explains your assessment models (AfL), tracking and evidencing progress processes in Geography.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

Pupil's understanding in geography will be assessed through low stakes quizzes and retrieval practise linked to the 'sticky knowledge', this will be supplemented with

an assessment of skills using our tracking system. Through fieldwork children will gain skills which will be useful in later life.

SEN Statement

At Belton we believe geography stimulates an interest and develops a sense of wonder about places. It helps children make sense of a complex and dynamically changing world.

- We understand that some learning may be appropriate to chunk into smaller steps to achieve the learning goal or to provide additional resources which will help children achieve their learning goal.
- We consider what makes a topic difficult for certain pupils and anticipate what barriers there may be in order to take part and learn in activities. We address any misconceptions that may arise as a barrier to children's learning.
- Learning is done in a multi-sensory way to enable all learners to achieve. A mix of Visual, tactile, auditory and kinaesthetic approaches are used, such as supporting teacher talk with visual aids and artefacts.
- We recognise that the language of geography may be challenging for some pupils,

These include:-

  - Specific geographical use of everyday words such as 'mouth of the river'
  - Terms specific to geography, such as 'oktas', 'erosion' and
  - Terms like 'climate', 'gradient', 'height' or 'distance', which can create barriers for many pupils because of their abstract nature. Key words, meanings and symbols are highlighted, explained and displayed.

- We will allow for a range of opportunities for SEND pupils to demonstrate what they know and can do in a safe and supportive environment.
- When planning staff ensure that questions are prepared in different styles/levels for different pupils, careful preparation ensures all pupils have opportunities to answer open-ended questions.

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 1			Kapow Primary units Year 2		
		What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✔			✔	✔	
	Knowledge of, and respect for, different people's faiths, feelings and values	✔			✔	✔	
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✔	✔	✔	✔	✔	✔
	Use of imagination and creativity in their learning	✔	✔	✔	✔	✔	✔
	Willingness to reflect on their experiences	✔	✔	✔	✔	✔	✔

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 1			Kapow Primary units Year 2		
		What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England					✔	
	Understanding of the consequences of their behaviour and actions	✔				✔	
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues	✔				✔	

	Units which offer opportunities for pupils to develop their:		Kapow Primary units Year 1			Kapow Primary units Year 2		
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Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds		✔	✔		✔		
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively							
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	**Democracy**						
		The rule of law						
		Individual liberty	✔					
		Mutual respect	✔			✔	✔	
		Tolerance of those with different faiths and beliefs						

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 1			Kapow Primary units Year 2		
		What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Cultural	Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others			✔			
	Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain			✔			
	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities			✔			
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities	✔	✔	✔	✔		✔
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			✔	✔		

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 3			Kapow Primary units Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✔			✔		
	Knowledge of, and respect for, different people's faiths, feelings and values	✔			✔	✔	
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✔	✔	✔	✔	✔	✔
	Use of imagination and creativity in their learning		✔	✔	✔		✔
	Willingness to reflect on their experiences			✔	✔	✔	✔

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Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England				✔		
	Understanding of the consequences of their behaviour and actions				✔	✔	
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.				✔	✔	

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Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds		✔	✔	✔	✔		✔
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively				✔			
	Acceptance and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; they develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.	**Democracy**				✔	✔	
		The rule of law		✔		✔		
		Individual liberty				✔	✔	
		Mutual respect				✔		
		Tolerance of those with different faiths and beliefs				✔		

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	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 5			Kapow Primary units Year 6		
		What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
Spiritual	Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life	✔	✔	✔	✔		✔
	Knowledge of, and respect for, different people's faiths, feelings and values			✔			✔
	Sense of enjoyment and fascination in learning about themselves, others and the world around them	✔	✔	✔	✔	✔	✔
	Use of imagination and creativity in their learning	✔				✔	✔
	Willingness to reflect on their experiences	✔	✔		✔		✔

	Units which offer opportunities for pupils to develop their:	Kapow Primary units Year 5			Kapow Primary units Year 6		
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Moral	Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, recognise legal boundaries and, in so doing, respect the civil and criminal law of England						✔
	Understanding of the consequences of their behaviour and actions	✔	✔			✔	✔
	Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.	✔	✔			✔	✔

	Units which offer opportunities for pupils to develop their:		Kapow Primary units Year 5			Kapow Primary units Year 6		
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Social	Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds		✔	✔		✔	✔	✔
	Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively			✔		✔		✔
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		The rule of law				✔		✔
		Individual liberty	✔	✔		✔	✔	
		Mutual respect				✔		✔
		Tolerance of those with different faiths and beliefs					✔	✔

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	Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities	✔	✔	✔	✔	✔	✔
	Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.						
	Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities						
	Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities			✔	✔		✔

Our Geography curriculum contributes to the **Spiritual** development of pupils by:

- Encouraging pupils to appreciate the physical world around us and to look at it with wonder, awe and a sense of fascination.
- Offering opportunities to learn about the beliefs, values and perspective on life of other peoples around the world, causing pupils to reflect on their own.
- Encouraging pupils to reflect on their learning experiences, highlighting the relevance of geographical knowledge in everyday life.

Our Geography curriculum contributes to the **Moral** development of pupils by:

- Raising awareness of the impact that humans have on our planet and encouraging pupils to consider how they can limit their negative impact on the planet, to the benefit of future generations.
- Facilitating reasoned discussions on ethical dilemmas in geography such as land use and resource distribution, fostering appreciation for different viewpoints and respect for relevant laws and regulations.

Our Geography curriculum contributes to the **Social** development of pupils by:

- Providing a platform to enhance social skills through collaborative fieldwork.
- Fostering discussions on diverse geographical topics between pupils and adults from varied religious, ethnic, and socio-economic backgrounds.
- Exploring geographical scenarios that involve cooperation, conflict resolution, and community engagement, such as disaster management or urban planning.
- Facilitating a better understanding of global interconnectedness, promoting empathy and respect towards people of different faiths, beliefs, and socio-economic backgrounds worldwide.

Our Geography curriculum contributes to the **Cultural** development of pupils by:

- Facilitating an understanding and appreciation of various cultural influences that have shaped their own and others' heritage, through studying human geography and influence in different regions.
- Highlighting the commonalities across different communities, using geographical concepts and case studies to demonstrate interconnectedness and shared global challenges.
- Nurturing an interest in exploring, understanding, and showing respect for different faiths and cultural diversity, and celebrating this diversity through respect and attitudes towards different religious, ethnic, and socio-economic groups at local, national, and global levels.

Personal Development

Personal development criteria Kapow Primary's Geography scheme supports:	Kapow Primary units Key stage 1 - **Year 1**			Kapow Primary units Key stage 1 - **Year 2**		
	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults	✔					
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs	See British values mapping for Year 1 and Year 2					
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy	✔	✔	✔	✔		✔

Personal development criteria Kapow Primary's Geography scheme supports:	Kapow Primary units Key stage 2 - **Year 3**			Kapow Primary units Key stage 2 - **Year 4**		
	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults			✔	✔	✔	✔
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs	See British values mapping for Year 3 and Year 4					
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy						

Personal development criteria Kapow Primary's Geography scheme supports:	Kapow Primary units Key stage 2 - **Year 5**			Kapow Primary units Key stage 2 - **Year 6**		
	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
developing responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults	✔	✔		✔	✔	✔
developing and deepening pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance of those with different faiths and beliefs	See British values mapping for Year 5 and Year 6					
promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation	All lessons are planned to be inclusive.					
developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy						✔

Oracy in Geography

'Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately.

Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.'

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry.

Learning *through* talk

At Kapow Primary, we believe it's crucial to provide pupils with opportunities for exploratory talk during their learning. This involves thinking aloud, questioning, discussing, and collaboratively building ideas.

Learning *to* talk

Similarly, developing oracy skills is essential for pupils to express and articulate themselves effectively across various contexts and settings, including formal ones like public speaking, debates, and interviews.

Through our Geography curriculum, pupils have opportunities to develop their oracy skills by:

- Verbally responding to questions using geographical vocabulary.
- Summarising information from videos and texts.
- Collaboratively engaging in an enquiry cycle.
- Brainstorming initial ideas to address an enquiry question.
- Conducting interviews during fieldwork to gather information.
- Exploring issues through drama techniques (hot-seating, conscience alley and freeze-framing).
- Presenting findings to a range of audiences in person and using media.
- Performing songs and poems to enhance content knowledge.

Belton Church of England Primary School

GEOGRAPHY PROGRESSION STATEMENT

Different types of knowledge in Geography

Disciplinary knowledge
('ways of knowing')

Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice.

Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Please see our enquiry cycle for further information on these processes.

Progression in disciplinary knowledge is shown in our Geographical skills and fieldwork strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.

Procedural knowledge
('knowing how to')

Pupils gain procedural knowledge primarily through the Geographical skills and fieldwork strand and learn about the process of enquiry when following our enquiry cycle.

They learn knowledge of how to collect, analyse and communicate data and geographical information from fieldwork, maps and other sources and consider how to interpret this range of sources to answer enquiry questions.

Substantive knowledge
('knowing about')

Substantive knowledge is the content that pupils will learn through studying the Geography curriculum: the recognised knowledge of the world and the human and physical processes that affect the people and environments within it.

This content is separated into the following areas in the National curriculum and within our scheme of work:

- ★ **Locational knowledge**
- ★ **Place knowledge**
- ★ **Human and physical geography**
- ★ **Geographical skills and fieldwork**

These four areas are explained in more detail in the previous slide. It is important that pupils also understand the relationships between these four different areas.

Substantive Knowledge (Facts)

Substantive knowledge
('knowing about')

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- Locational knowledge
- Place knowledge
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These four areas are explained in more detail in the previous slide. It is important that pupils also understand the relationships between these four different areas.

Exploring the four strands.

Locational knowledge

An understanding of locational knowledge helps pupils to:

- Develop their sense of place and identity.
- Develop an appreciation of distance and scale.
- Learn about the orientation of the world.

In the Early years, pupils learn positionality, beginning to understand where one object or feature is in relation to another, and use simple directional language to describe this. In Key stage 1 and 2 they extend this to more technical terms such as the points of the compass. Alongside this, pupils become more fluent in identifying specific locations.

Pupils also need to learn about absolute positioning systems such as latitude and longitude to develop an understanding of location affects many of the earth's systems.

Place knowledge

'Place knowledge' builds on 'Locational knowledge. Pupils not only locate a physical area on a map but also attach meaning to the space so it becomes a 'place' with similarities and differences to the places that they are familiar with - their homes, classrooms, towns and cities.

During primary school, pupils make comparisons between different places but also study the same place over time.

Human and physical geography

A knowledge of physical and human processes helps pupils to describe and explain different environments.

Pupils in Key stage 1 learn about weather patterns and how these relate to location. They learn to use geographical vocabulary to refer to key physical and human features.

In Key stage 2 children study why certain phenomena occur and the impact that these phenomena have on the environment over time.

It is important that pupils understand how human and physical processes interact.

Geographical skills and fieldwork

Pupils learn to interpret maps, globes and atlases and studying these spatial representations supports their development of a sense of place.

This begins in Key stage 1, with pupils studying plans of areas that they are familiar with through to studying more complex maps to find out about the topography of distant places.

Through fieldwork, pupils are able to connect their learning in geography lessons with the complexity of the real world.

Pupils learn how to observe and record the environment around them and this supports them in retaining key geographical knowledge.

Fieldwork should draw together pupils' location knowledge and that of the human and physical processes, helping pupils to see the interplay between them.

There is an interplay between these four strands and the concepts within them do not exist in isolation from each other. For this reason, elements of each strand appear in all of our Geography units.

EYFS: Reception	Understanding the world; Development matters and Early Learning Goals
Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*	**Development Matters** Draw information from a simple map. Describe what they see, hear and feel whilst outside. Recognise some environments that are different from the one in which they live. Understand that some places are special to members of their community. **Early Learning Goals** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps
To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*	

Progression of knowledge and skills>

Locational knowledge

Year 1/2	National curriculum - end of KS1 Pupils should be able to:
Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Showing on a map which continent they live in.	Name and locate the world's seven continents and five oceans
To be able to name the seven continents of the world. To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean. To› be able to name the five oceans of the world.	
Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in and locating its capital city. Locating the surrounding seas and oceans of the UK on a map of this area . Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.	Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. To know the name of the country they live in. To know that there are four bodies of water surrounding the UK and to be able to name them. To name some characteristics of the four capital cities of the UK. To know the four capital cities of the UK. To know that a capital city is the city where a country's government is located.	

Locational knowledge

Lower key stage 2	Upper key stage 2	**National curriculum - end of KS2** Pupils should be able to:
Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating some of the world's most significant rivers and identifying any patterns.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Locating key physical features in countries studied on a map . Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts.	
To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South America. To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most significant rivers. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).* To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes. * To know vegetation belts are areas of the world which are home to similar plant species.*	To know the name of many countries and major cities in Europe and North and South America. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*	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

Progression of knowledge and skills

Locational knowledge

Lower key stage 2	Upper key stage 2	**National curriculum - end of KS2** Pupils should be able to:
Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. Beginning to locate the twelve geographical regions of the UK. Identifying how topographical features studied have changed over time using examples. Describing how a locality has changed over time, giving examples of both physical and human features.	Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features.	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
To know the name of some counties in the UK (local to your school). To know the name of some cities in the UK (local to your school). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know the main types of land use.* To know some types of settlement.*	To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK. To know that London and the South East regions have the largest population in the UK.	

Locational knowledge

Lower key stage 2	Upper key stage 2	**National curriculum - end of KS2** Pupils should be able to:
Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance. Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. Identifying the position and significance of both the Arctic and Antarctic Circle.	Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe.	
To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.	To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.	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)

Progression of knowledge and skills

Place knowledge

EYFS: Reception	Understanding the world; Development matters and Early Learning Goals
Discussing how environments in stories and images are different to the environment they live in.	**Development matters** Recognise some environments that are different from the one in which they live. Recognise some similarities and differences between life in this country and life in other countries.
To know that places within this country can differ from each other. - *coming soon!* To know that there are differences between places in this country and places in other countries. - *coming soon!*	**Early Learning Goals** Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;.

Year 1/2	**National curriculum - end of KS1** Pupils should be able to:
Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country. Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place.	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
To know that life elsewhere in the world is often different to theirs. To know that life elsewhere in the world often has similarities to theirs. To know some similarities and differences between their local area and a contrasting non European country.	

Progression of knowledge and skills

Place knowledge

Lower key stage 2	Upper key stage 2	**National curriculum - end of KS2** Pupils should be able to:
Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Describing how and why humans have responded in different ways to their local environments. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. Explaining how humans have used desert environments. Using maps to explore wider global trading routes.	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
To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes.	To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions.	

EYFS: Reception	Understanding the world; Development matters and Early Learning Goals
Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area).* Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*	**Development matters** Describe what they see, hear and feel whilst outside. Explore the natural world around them. Understand the effect of changing seasons on the natural world around them. **Early Learning Goals** Explore the natural world around them, making observations and drawing pictures of animals and plants; Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;
To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year which are marked by the weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)* To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*	

Progression of knowledge and skills

Human and physical geography

Year 1/2	**National curriculum - end of KS1** Pupils should be able to:
Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles.	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
To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.	
Recognising and describing some physical features of a location using subject-specific vocabulary.	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
To know that physical features means any feature of an area that is on the Earth naturally. To know that coasts (and other physical features) change over time. To know some key physical features of the UK.	
Recognising and describing some human features of a location using subject-specific vocabulary. Describing and understanding the differences between a city, town and village.	Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop
To know that human features means any feature of an area that was made or built by humans. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK.	

Progression of knowledge and skills

Human and physical geography

Lower key stage 2	Upper key stage 2	**National curriculum - end of KS2** Pupils should be able to:
Mapping and labeling the seven biomes on a world map. Understanding some of the causes of climate change. Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. Describing how humans use water in a variety of ways.	Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. Understanding some of the impacts and causes of climate change. Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change.	Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* To know that climates can influence the foods able to grow.	To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts. To know why the ocean is important.	

Progression of knowledge and skills

Human and physical geography

Lower key stage 2	Upper key stage 2	**National curriculum - end of KS2** Pupils should be able to:
Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples.	Describing and understanding economic activity including trade links. Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Understanding the distribution of natural resources both globally and within a specific region or country studied. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples.	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
To know the main types of land use.* To know the different types of settlement.* To know water is used by humans in a variety of ways. To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries.	To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.	

Progression of skills

Geographical skills and fieldwork

Through fieldwork studies in each unit, pupils carry out geographical enquiries using our enquiry cycle. These fieldwork enquiries combine substantive knowledge from the other strands: Locational knowledge, Place knowledge, Human and physical geography and allow pupils to understand the discipline of Geography and how this substantive knowledge was formed.

	EYFS: Reception	Year 1/2	**National curriculum - end of KS1** Pupils should be able to:
Question	Ask questions about the world around them.	Asking questions about the world around them. Recognising there are different ways to answer a question.	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.
Observe	Commenting on the features they see in their school and school grounds.	Commenting on and discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds.	
Measure	Answering simple questions, guided by the teacher.	Asking and answering simple questions about the features of their school and school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.	
Record	Creating some of the features they notice in their school and school grounds.	Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone.	
Present	Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data.	

Progression of skills

Geographical skills and fieldwork

	Lower key stage 2	Upper key stage 2	**National curriculum - end of KS2** Pupils should be able to:
Question	Beginning to choose the best approach to answer an enquiry question.	Developing their own enquiry questions. Choosing the best approach to answering an enquiry question.	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.
Observe	Mapping land use in a small local area using maps and plans. Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments.	Making sketch maps of areas studied including labels and keys where necessary. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question.	
Measure	Using simple sampling techniques appropriately. Making digital audio recordings for a specific purpose. Designing a questionnaire / interviews to collect quantitative fieldwork data.	Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Beginning to use standard field sampling techniques appropriately.	
Record	Taking digital photos and labeling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Beginning to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interviews to collect qualitative fieldwork data.	Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Using a simplified Likert Scale to record their judgements of environmental quality. Conducting interviews/questionnaires to collect qualitative data. Interpreting and using real-time/live data. To identify and mitigate potential risks during fieldwork.	
Present	Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Analysing and presenting quantitative data in charts and graphs.	Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables.	

EYFS: Reception	Understanding the world; Development matters and Early Learning Goals
Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable.	**Development matters** Explore the natural world around them. Describe what they see, hear and feel whilst outside. Understand that some places are special to members of their community Draw information from a simple map. **Early Learning Goals** Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.
To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).	

Year 1/2	**National curriculum - end of KS1** Pupils should be able to:
Using an atlas to locate the UK. Using a map to locate the four countries of the UK. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans.	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
Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route.	Use simple compass directions (North, South, East and West) and locational and directional language, to describe the location of features and routes on a map
Adding labels to sketch maps. Using simple picture maps and plans to move around the school. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key.	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

Lower key stage 2	Upper key stage 2	**National curriculum - end of KS2** Pupils should be able to:
Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using the scale bar on a map to calculate distances. Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Beginning to use thematic maps to recognise and describe human and physical features studied. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.	Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Identifying the 8 compass points on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass.	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

Progression of knowledge

Geographical skills and fieldwork

Year 1/2

To know that an aerial photograph is a photograph taken from the air above.

To know that atlases give information about the world and that a map tells us information about a place.

To know that a map is a picture of a place, usually drawn from above.

To know that symbols are often used on maps to represent features.

To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).

To know what a sketch map is.

To know that a globe is a spherical model of the Earth.

To begin to recognise world maps as a flattened globe.

To know that a compass is an instrument we can use to find which direction is north.

To know which direction is N, S, E, W on a map.

To know that maps need a title and purpose.

To know that maps need a key to explain what the symbols and colours represent.

To know that an interview can be a way to find out people's views about their area.

To know that a tally chart is a way of collecting data quickly.

To know that a pictogram is a chart that uses pictures to show data.

Progression of knowledge

Geographical skills and fieldwork

Lower key stage 2

To understand that a scale shows how much smaller a map is compared to real life.

To recognise world maps as a flattened globe.

To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.

To know that an OS map shows human and physical features as symbols.

To know that grid references help us locate a particular square on a map.

To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.

To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation)

To know an enquiry-based question has an open-ended answer found by research.

To know how to use various simple sampling techniques.

To know what a questionnaire and an interview are.

To know that quantitative data involves numerical facts and figures and is often objective.

To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.

To know a Likert scale is used to record people's feelings and attitudes.

To know that qualitative data involves opinions, thoughts and feelings and is often subjective.

To know what a bar chart, pictogram and table are and when to use which one best to represent data.

Upper key stage 2

To know that contours on a map show height and slope.

To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.*

To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.

To know that a pie chart can represent a fraction or percentage of a whole set of data.

To know a line graph can represent variables over time.

To be aware of some issues in the local area.

To know what a range of data collection methods look like.

To know how to use a range of data collection methods.

National Curriculum

Development matters across Kapow Primary's units - EYFS: Reception

Development matters statements: Understanding the world Children in reception will be learning to:	Exploring maps	Outdoor adventures	Around the world	Sustainability lesson
Talk about members of their immediate family and community.				
Name and describe people who are familiar to them.				
Explore the natural world around them.	✔Activity 4: Creating journey sticks	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 3: Exploring the weather ✔Activity 4: Senses in nature ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy		How can we welcome animals on the school grounds?
Describe what they see, hear and feel whilst outside.	✔Activity 4: Creating journey sticks	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 3: Exploring the weather ✔Activity 4: Senses in nature ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy		How can we welcome animals on the school grounds?
Compare and contrast characters from stories, including figures from the past.				
Comment on images of familiar situations in the past.				
Understand that some places are special to members of their community.	✔Activity 3: Let's build a map			
Recognise some environments that are different from the one in which they live.	✔Activity 1: Pirate map bingo		✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels ✔Activity 3: City or countryside? ✔Activity 4: Exploring world landscapes ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers	
Draw information from a simple map.	✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 3: Let's build a map ✔Activity 4: Creating journey sticks ✔Activity 5: Investigating maps		✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels	
Recognise some similarities and differences between life in this country and life in other countries.			✔Activity 1: Home or away? ✔Activity 4: Exploring world landscapes ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers	
Understand the effect of changing seasons on the natural world around them.		✔Activity 3: Exploring the weather ✔Activity 4: Senses in nature ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy		

Early learning goals across Kapow Primary's units - EYFS: Reception

Early learning goals Understanding the World: People, Culture and Communities Children at the expected level of development will:	Exploring maps	Outdoor adventures	Sustainability lesson	Sustainability lesson
Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps;	✔Activity 2: Our school from above ✔Activity 4: Creating journey sticks	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 3: Exploring the weather ✔Activity 4: Senses in nature ✔Activity 5: Exploring the seasons	✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels ✔Activity 4: Exploring world landscapes	
Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;			✔Activity 3: City or countryside?	
Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.			✔Activity 4: Exploring world landscapes ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers	

Early learning goals Understanding the World: The Natural World Children at the expected level of development will:	Exploring maps	Outdoor adventures	Around the world	Sustainability lesson
Explore the natural world around them, making observations and drawing pictures of animals and plants;	✔Activity 4: Creating journey sticks	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 3: Exploring the weather ✔Activity 4: Senses in nature ✔Activity 5: Exploring the seasons		How can we welcome animals on the school grounds?
Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;			✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels ✔Activity 3: City or countryside? ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers	
Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.		✔Activity 3: Exploring the weather ✔Activity 4: Senses in nature ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy		

KS1

Key Stage 1 - National curriculum Geography content Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 1 - Year 1/2 Cycle A			
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Sustainability lesson
name and locate the world's seven continents and five oceans	Locational knowledge			✔	
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locational knowledge		✔	✔	
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Place knowledge	Covered in Cycle B			
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	Human and physical		✔		
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	Human and physical	✔		✔	✔
use basic geographical vocabulary to refer to:key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Human and physical	✔		✔	

Key Stage 1 - National curriculum Geography content Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 1 - Year 1/2 Cycle A			
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Sustainability lesson
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	Geographical skills & fieldwork	✔	✔	✔	
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Geographical skills & fieldwork	✔	✔	✔	
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	Geographical skills & fieldwork	✔		✔	
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Geographical skills & fieldwork	✔	✔	✔	✔

Key Stage 1 - National curriculum Geography content Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 1 - Year 1/2 Cycle B			
		Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?	Sustainability lesson
name and locate the world's seven continents and five oceans	Locational knowledge		✔	✔	
name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locational knowledge	✔			
understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Place knowledge		✔	✔	
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	Human and physical		✔		
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	Human and physical	✔	✔	✔	
use basic geographical vocabulary to refer to:key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Human and physical	✔	✔	✔	

Key Stage 1 - National curriculum Geography content Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 1 - Year 1/2 Cycle B			
		Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?	Sustainability lesson
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	Geographical skills & fieldwork	✔	✔	✔	
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Geographical skills & fieldwork	✔	✔	✔	
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	Geographical skills & fieldwork	✔	✔	✔	
use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Geographical skills & fieldwork	✔	✔	✔	✔

Year ¾

Key Stage 2 - National curriculum Geography content Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 2 - Year 3/4 Cycle A				Kapow Primary topics Key stage 2 - Year 3/4 Cycle B			
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Sustainability lesson Reduce Reuse Recycle	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?	Sustainability lesson
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	Locational knowledge	✔	✔	✔		✔	✔	✔	
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Locational knowledge						✔	✔	
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)	Locational knowledge		✔			✔			
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Place knowledge	✔		✔			✔		

Key Stage 2 - National curriculum Geography content Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 2 - Year 3/4 Cycle A				Kapow Primary topics Key stage 2 - Year 3/4 Cycle B			
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Sustainability lesson Reduce Reuse Recycle	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?	Sustainability lesson
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 and physical	✔	✔	✔		✔		✔	
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	Human and physical	✔	✔	✔	✔	✔	✔	✔	✔
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills & fieldwork	✔	✔	✔		✔	✔	✔	
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	Geographical skills & fieldwork					✔	✔	✔	
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.	Geographical skills & fieldwork	✔	✔	✔		✔	✔	✔	

Key Stage 2 - National curriculum Geography content Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 2 - Year 5/6 Cycle A				Kapow Primary topics Key stage 2 - Year 5/6 Cycle B			
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Sustainability lesson	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?	Sustainability lesson
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	Locational knowledge	✔	✔	✔		✔	✔		
name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time	Locational knowledge	✔		✔		✔	✔	✔	
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)	Locational knowledge	✔	✔	✔					
understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Place knowledge	✔	✔	✔		✔			

Key Stage 2 - National curriculum Geography content Pupils should be taught to:	Kapow Primary's Geography strands	Kapow Primary topics Key stage 2 - Year 5/6 Cycle A				Kapow Primary topics Key stage 2 - Year 5/6 Cycle B			
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Sustainability lesson	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?	Sustainability lesson
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 and physical	✔	✔				✔		
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	Human and physical	✔	✔	✔	✔	✔	✔	✔	✔
use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills & fieldwork	✔	✔	✔		✔	✔	✔	
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	Geographical skills & fieldwork	✔	✔	✔				✔	
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.	Geographical skills & fieldwork	✔		✔		✔	✔	✔	

Disciplinary Knowledge (Skills)

Disciplinary knowledge
('ways of knowing')

Pupils gain knowledge of the subject as a discipline, considering how geographical knowledge (such as the substantive knowledge they study) originates through geographical practice.

Fieldwork enquiries in each unit give pupils the opportunity to understand and follow the same processes that geographers follow to find answers to enquiry questions and to consider the validity of these answers. Please see our enquiry cycle for further information on these processes.

Progression in disciplinary knowledge is shown in our **Geographical skills and fieldwork** strand but it is important to understand that to carry out an effective enquiry, geographers must draw on their substantive and procedural knowledge.

EYFS (Reception)		Exploring maps	Outdoor adventures	Around the world
Identifying land and water on a map or globe	Locational knowledge	✔Activity 1: Pirate map bingo ✔Activity 5: Investigating maps		✔Activity 4: Exploring world landscapes ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers
Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*		✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 3: Let's build a map ✔Activity 4: Creating journey sticks ✔Activity 5: Investigating maps ✔Activity 6: Map making	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 3: Exploring the weather	✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels ✔Activity 3: City or countryside? ✔Activity 4: Exploring world landscapes ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers
To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*		✔Activity 1: Pirate map bingo ✔Activity 5: Investigating maps	✔Activity 3: Exploring the weather	
To know that usually water is represented in blue on a map or globe.		✔Activity 1: Pirate map bingo ✔Activity 5: Investigating maps ✔Activity 6: Map making		✔Activity 4: Exploring world landscapes
To know the name of their school and the place where they live.		✔Activity 2: Our school from above		✔Activity 1: Home or away?
To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*		✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 3: Let's build a map ✔Activity 4: Creating journey sticks ✔Activity 5: Investigating maps ✔Activity 6: Map making	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 3: Exploring the weather	✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels ✔Activity 3: City or countryside? ✔Activity 4: Exploring world landscapes ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers

EYFS (Reception)		Exploring maps	Outdoor adventures	Around the world
Discussing how environments in stories and images are different to the environment they live in.	Place knowledge	✔Activity 1: Pirate map bingo ✔Activity 3: Let's build a map	✔Activity 2: Observational painting	✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels ✔Activity 3: City or countryside? ✔Activity 4: Exploring world landscapes ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers
To know that places within this country can differ from each other.				✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels ✔Activity 3: City or countryside?
To know that there are differences between places in this country and places in other countries.				✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels ✔Activity 4: Exploring world landscapes ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers

EYFS (Reception)		Exploring maps	Outdoor adventures	Around the world
Observing weather across the seasons.	Human and physical geography		✔Activity 3: Exploring the weather ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy	
Observing and discussing the effect the changing seasons have on the world around them.			✔Activity 3: Exploring the weather ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy	
Beginning to use the names of the seasons in the correct context.			✔Activity 3: Exploring the weather ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy	
Making observations about the features of places (in stories, photographs or in the school grounds/local area).*		✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 3: Let's build a map ✔Activity 4: Creating journey sticks ✔Activity 5: Investigating maps ✔Activity 6: Map making	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 4: Senses in nature	
Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*		✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 3: Let's build a map ✔Activity 4: Creating journey sticks ✔Activity 5: Investigating maps ✔Activity 6: Map making	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 3: Exploring the weather	✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels ✔Activity 3: City or countryside? ✔Activity 4: Exploring world landscapes ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers
To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.			✔Activity 3: Exploring the weather ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy	
To know some of the key characteristics of each season.			✔Activity 3: Exploring the weather ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy	
To know that there are four seasons in a year marked by certain weather conditions.			✔Activity 3: Exploring the weather ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy	
To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*		✔Activity 1: Pirate map bingo ✔Activity 5: Investigating maps	✔Activity 3: Exploring the weather	
To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*		✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 3: Let's build a map ✔Activity 4: Creating journey sticks ✔Activity 5: Investigating maps ✔Activity 6: Map making	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 3: Exploring the weather	

EYFS (Reception)		Exploring maps	Outdoor adventures	Around the world
Ask questions about the world around them.	Geographical skills and fieldwork	✔Activity 2: Our school from above	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 3: Exploring the weather ✔Activity 4: Senses in nature ✔Activity 5: Exploring the seasons	
Commenting on the features they see in their school and school grounds.		✔Activity 2: Our school from above ✔Activity 4: Creating journey sticks ✔Activity 6: Map making	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 4: Senses in nature ✔Activity 5: Exploring the seasons	
Answering simple questions, guided by the teacher.		✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 3: Let's build a map ✔Activity 4: Creating journey sticks ✔Activity 5: Investigating maps ✔Activity 6: Map making	✔Activity 1: Nature catchers ✔Activity 2: Observational painting ✔Activity 3: Exploring the weather ✔Activity 4: Senses in nature ✔Activity 5: Exploring the seasons ✔Activity 6: Dress the teddy	✔Activity 1: Home or away? ✔Activity 2: Bear's UK travels ✔Activity 3: City or countryside? ✔Activity 4: Exploring world landscapes
Representing some of the features they notice in their school and school grounds.		✔Activity 2: Our school from above ✔Activity 6: Map making	✔Activity 2: Observational painting	
Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.		✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above		✔Activity 2: Bear's UK travels
Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.		✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 3: Let's build a map ✔Activity 5: Investigating maps ✔Activity 6: Map making		✔Activity 2: Bear's UK travels ✔Activity 4: Exploring world landscapes ✔Activity 5: Desert explorers ✔Activity 6: Polar explorers
Beginning to use modelled directional vocabulary when describing features in the surrounding environment.		✔Activity 4: Creating journey sticks ✔Activity 6: Map making		
Recognising features on maps (real or imaginary).		✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 5: Investigating maps ✔Activity 6: Map making		✔Activity 2: Bear's UK travels ✔Activity 4: Exploring world landscapes
Creating real or imaginary maps even if features are indistinguishable.		✔Activity 2: Our school from above ✔Activity 3: Let's build a map ✔Activity 4: Creating journey sticks ✔Activity 5: Investigating maps ✔Activity 6: Map making		

EYFS (Reception)		Exploring maps	Outdoor adventures	Around the world
To know that a map is a picture of a place.	Geographical skills and fieldwork	✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 3: Let's build a map ✔Activity 5: Investigating maps ✔Activity 6: Map making		✔Activity 2: Bear's UK travels ✔Activity 4: Exploring world landscapes
To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).		✔Activity 3: Let's build a map ✔Activity 4: Creating journey sticks ✔Activity 6: Map making		✔Activity 2: Bear's UK travels ✔Activity 3: City or countryside? ✔Activity 4: Exploring world landscapes
To know that a place and its features can be represented in a picture.		✔Activity 1: Pirate map bingo ✔Activity 2: Our school from above ✔Activity 5: Investigating maps ✔Activity 6: Map making	✔Activity 2: Observational painting	

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Locating all the world's seven continents on a world map.	Locational knowledge			✔		✔	✔
Locating the world's five oceans on a world map.				✔			✔
Showing on a map which continent they live in.			✔				✔
Locating the four countries of the United Kingdom (UK) on a map of this area.			✔		✔		
Showing on a map which country they live in and locating its capital city.			✔		✔		
Showing on a map the oceans nearest the continent they live in.				✔			
Locating the surrounding seas and oceans of the UK on a map of this area .				✔			
Confidently locating the capital cities of the four countries of the UK on a map of this area.				✔			
Identifying characteristics (both human and physical) of the four capital cities of the UK.				✔			
Showing on a map the city, town or village where they live in relation to their capital city.				✔			

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
To be able to name the seven continents of the world.	Locational knowledge		✔	✔		✔	✔
To know that a continent is a group of countries.			✔				✔
To know that they live in the continent of Europe.		✔		✔			✔
To know that an ocean is a large body of water and that a sea is a body of water that is smaller than an ocean.				✔			✔
To be able to name the five oceans of the world.				✔			✔
To know that the UK is short for 'United Kingdom'.		✔	✔		✔		✔
To know that a country is a land or nation with its own government.		✔	✔		✔		
To know that the United Kingdom is made up of four countries and their names.			✔	✔	✔		✔
To know the name of the country they live in.		✔	✔	✔	✔		✔
To know that there are four bodies of water surrounding the UK and to be able to name them.				✔		✔	
To name some characteristics of the four capital cities of the UK.				✔			
To know the four capital cities of the UK.				✔			
To know that a capital city is the city where a country's government is located.				✔			

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Naming and beginning to describe some key similarities between their local area and a small area of a contrasting non-European country.	Place knowledge					✔	✔
Naming and beginning to describe some key differences between their local area and a small area of a contrasting non-European country.						✔	✔
Describing what physical features may occur in a hot place in comparison to a cold place.						✔	
To know that life elsewhere in the world is often different to theirs.							✔
To know that life elsewhere in the world often has similarities to theirs.							✔
To know some similarities and differences between their local area and a contrasting non European country.						✔	

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Describing how the weather changes with each season in the UK.	Human and physical geography		✔				
Describing the daily weather patterns in their locality.			✔			✔	
Confidently using the vocabulary 'season' and 'weather'.			✔			✔	
Recognising and describing some physical features of a location using subject-specific vocabulary.		✔	✔	✔	✔		✔
Recognising and describing some human features of a location using subject-specific vocabulary.		✔		✔	✔		✔
Locating some hot and cold areas of the world on a world map.						✔	
Locating the Equator and North and South Poles on a world map.						✔	
Locating hot and cold areas of the world in relation to the Equator and the North and South poles.						✔	
Describing and understanding the differences between a city, town and village.				✔			

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
To know the four seasons of the UK.	Human and physical geography		✔				
To know that 'weather' refers to the conditions outside at a particular time.			✔			✔	
To know that different parts of the UK often experience different weather.			✔				
To know that a weather forecast is when someone tries to predict what the weather will be like in the near future.			✔			✔	
To know that weather conditions can be measured and recorded.			✔			✔	
To know that physical features means any feature of an area that is on the Earth naturally.				✔		✔	✔
To know that human features means any feature of an area that was made or built by humans.				✔			✔
To know that the Equator is an imaginary line around the middle of the Earth.						✔	
To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles.						✔	
To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth.						✔	
To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place.						✔	
To know that coasts (and other physical features) change over time.				✔			
To know some key physical features of the UK.				✔			
To know that a sea is a body of water that is smaller than an ocean.				✔			
To know that human features change over time.				✔			
To know some key human features of the UK.				✔			

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Question: Asking questions about the world around them.	Geographical skills and fieldwork	✔	✔	✔	✔	✔	✔
Question: Recognising there are different ways to answer a question.				✔		✔	
Observe: Commenting on and discussing the features they see in their school and school grounds on a walk around the respective places.		✔	✔		✔		✔
Observe: Asking and answering simple questions about human and physical features of the area surrounding their school grounds.				✔		✔	
Measure: Asking and answering simple questions about the features of their school and school grounds.				✔	✔	✔	
Measure: Collecting quantitative data through a small survey of the local area/school to answer an enquiry question.				✔			
Record: Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.		✔	✔		✔		✔
Record: Classifying the features they notice into human and physical with teacher support.				✔			
Record: Taking digital photographs of geographical features in the locality.				✔			
Record: Making digital audio recordings when interviewing someone.				✔			
Present: Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.				✔	✔		
Present: Presenting data in simple tally charts or pictograms and commenting on what the data shows.				✔			
Present: Asking and answering simple questions about data.		✔		✔			

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Using an atlas to locate the UK.		✔	✔	✔	✔		✔
Using a map to locate the four countries of the UK.			✔	✔	✔		
Using a world map, globe and atlas to locate the world's five oceans.				✔		✔	
Using directional language to describe the location of objects in the classroom and playground.		✔	✔		✔		
Using directional language to describe features on a map in relation to other features (real or imaginary).		✔	✔		✔		✔
Responding to instructions using directional language to follow routes.		✔	✔				

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Adding labels to sketch maps.	Geographical skills and fieldwork						✔
Using simple picture maps and plans to move around the school.		✔	✔		✔		
Asking questions about the world around them.		✔	✔		✔		✔
Commenting on the features they see in their school and school grounds on a walk around the respective places.		✔	✔		✔		✔
Asking and answering simple questions about the features of their school and school grounds.		✔	✔		✔		✔
Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map.		✔	✔		✔		✔
Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features.		✔			✔		
Recognising why maps need a title.				✔			
Using an atlas to locate the four capital cities of the UK.				✔			
Using a world map, globe and atlas to locate all the world's seven continents on a world map.						✔	✔
Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.				✔		✔	

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Using locational language and the compass points (N, S, E, W) to describe the route on a map.	Geographical skills and fieldwork			✔			
Using a map to follow a prepared route.				✔			
Recognising landmarks on aerial photographs and plan perspectives.		✔	✔	✔	✔		✔
Recognising human features on aerial photographs and plan perspectives.		✔		✔	✔	✔	✔
Recognising physical features on aerial photographs and plan perspectives.		✔		✔	✔	✔	✔
Drawing a map and using class agreed symbols to make a simple key.				✔			
Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.		✔		✔	✔		✔
Finding a given OS symbol on a map with support.				✔			
Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).				✔			
Using an aerial photograph to draw a simple sketch map using basic symbols for a key.				✔			

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
Recognising there are different ways to answer a question.	Geographical skills and fieldwork			✔		✔	
Discussing the features they see in the area surrounding their school when on a walk.				✔			
Asking and answering simple questions about human and physical features of the area surrounding their school grounds.				✔		✔	
Collecting quantitative data through a small survey of the local area/school to answer an enquiry question				✔			
Classifying the features they notice into human and physical with teacher support.				✔			
Taking digital photographs of geographical features in the locality.				✔			
Making digital audio recordings when interviewing someone.				✔			
Presenting data in simple tally charts or pictograms and commenting on what the data shows.				✔			
Asking and answering simple questions about data.				✔			

Year 1/2		Cycle A			Cycle B		
		What is it like here?	What is the weather like in the UK?	What can you see at the coast?	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
To know that an aerial photograph is a photograph taken from the air above.	Geographical skills and fieldwork	✔			✔		✔
To know that atlases give information about the world and that a map tells us information about a place.		✔			✔		✔
To know that a map is a picture of a place, usually drawn from above.		✔			✔		✔
To know that symbols are often used on maps to represent features.		✔			✔		✔
To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards).		✔	✔		✔		✔
To know what a sketch map is.							✔
To know that a compass is an instrument we can use to find which direction is north.			✔				✔
To know which direction is N, S, E, W on a map.			✔				✔
To know that a globe is a spherical model of the Earth.						✔	
To begin to recognise world maps as a flattened globe.				✔		✔	
To know that maps need a title and purpose.				✔			
To know that maps need a key to explain what the symbols and colours represent.							✔
To know that a tally chart is a way of collecting data quickly.				✔			
To know that a pictogram is a chart that uses pictures to show data.				✔			

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Locating some countries in Europe and North and South America using maps.	Locational knowledge	✔	✔		✔		✔
Locating some major cities of the countries studied.				✔		✔	✔
Locating key physical features in countries studied including significant environmental regions.		✔	✔	✔	✔	✔	✔
Locating some key human features in countries studied.			✔	✔	✔	✔	
Locating the world's most significant mountain ranges on a map and identifying any patterns.		✔					✔
Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'.		✔					
Locating some of the world's most significant rivers and identifying any patterns.			✔				✔
Locating some counties in the UK (local to your school).						✔	
Locating some cities in the UK (local to your school).						✔	✔
Beginning to locate the twelve geographical regions of the UK.						✔	✔

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.	Locational knowledge		✔		✔	✔	✔
Identifying how topographical features studied have changed over time using examples.		✔	✔				
Describing how a locality has changed over time, giving examples of both physical and human features.		✔	✔		✔	✔	
Finding the position of the Equator and describing how this impacts our environmental regions.			✔	✔	✔		
Finding lines of latitude and longitude on a globe and explaining why these are important.			✔				
Identifying the position of the Tropics of Cancer and Capricorn and their significance.			✔	✔			
Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons.					✔		
Identifying the position and significance of both the Arctic and Antarctic Circle.				✔			

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
To know where North and South America are on a world map.	Locational knowledge		✔	✔	✔		✔
To know the names of some countries and major cities in Europe and North and South America.		✔	✔		✔		
To know the names of some of the world's most significant mountain ranges.		✔					✔
To know the names of some of the world's most significant rivers.			✔			✔	✔
To know that mountains, volcanoes and earthquakes largely occur at plate boundaries.		✔					
To know that climate zones are areas of the world with similar climates.			✔	✔	✔		
To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).*			✔	✔	✔		
To know that biomes are areas of the world with similar climates, vegetation and animals.*			✔	✔	✔		
To know the world's biomes.*			✔	✔	✔		
To know vegetation belts are areas of the world which are home to similar plant species.*			✔	✔			

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
To know the name of some counties in the UK (local to your school).	Locational knowledge		✔			✔	✔
To know the name of some cities in the UK (local to your school).						✔	✔
To know the name of the county that they live in and their closest city.						✔	✔
To begin to name the twelve geographical regions of the UK.						✔	✔
To know the main types of land use.*		✔	✔	✔	✔	✔	✔
To know some types of settlement.*		✔				✔	✔
To know that countries near the Equator have less seasonal change than those near the poles.			✔	✔	✔		
To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres.			✔	✔	✔		
To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian.				✔	✔		

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator.	Locational knowledge		✔	✔	✔		
To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates.			✔	✔	✔		
To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other.				✔	✔		
To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle.					✔		
To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions.					✔		

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Describing and beginning to explain similarities between two regions studied.	Place knowledge		✔	✔	✔	✔	
Describing and beginning to explain differences between two regions studied.			✔	✔	✔	✔	
Describing how and why humans have responded in different ways to their local environments.		✔	✔	✔	✔	✔	✔
Discussing climates and their impact on trade, land use and settlement.			✔	✔	✔		
Explaining what measures humans have taken in order to adapt to survive in cold places.					✔		
Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK.			✔	✔	✔	✔	
To know the negative effects of living near a volcano.		✔					
To know the positive effects of living near a volcano.		✔					
To know the negative effects an earthquake can have on a community.		✔					
To know ways in which communities respond to earthquakes.		✔					

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Mapping and labelling the six biomes on a world map.	Human and physical geography		✔	✔			
Understanding some of the causes of climate change.		✔	✔	✔			
Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur.		✔					✔
Describing where volcanoes, earthquakes and mountains are located globally.		✔			✔		✔
Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities.		✔	✔			✔	✔
Describing how humans use water in a variety of ways.			✔		✔		✔
Describing and understanding types of settlement and land use.			✔	✔	✔	✔	✔
Explaining why a settlement and community has grown in a particular location.			✔	✔		✔	✔
Explaining why different locations have different human features.				✔	✔	✔	✔
Explaining why people might prefer to live in an urban or rural place.				✔	✔	✔	
Describing how humans can impact the environment both positively and negatively, using examples.			✔	✔			

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these.	Human and physical geography		✔		✔		✔
To know the courses and key features of a river.							✔
To know the different types of mountains and volcanoes and how they are formed.		✔					✔
To know that an earthquake is the intense shaking of the ground.		✔					
To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.*			✔	✔	✔		
To know the world's biomes.*			✔	✔	✔		
To know that the hottest biomes are found between the Tropics of Cancer and Capricorn.			✔	✔	✔		
To know that climate zones are areas of the world with similar climates.*			✔	✔	✔		
To know the world's different climate zones.*			✔	✔	✔		
To know that climates can influence the foods able to grow.			✔	✔			

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
To know the main types of land use.*	Human and physical geography		✔	✔		✔	✔
To know the different types of settlement.*		✔				✔	✔
To know water is used by humans in a variety of ways.					✔	✔	✔
To know an urban place is somewhere near a town or city.						✔	✔
To know a rural place is somewhere near the countryside.						✔	✔
To know that a natural resource is something that people can use which comes from the natural environment.		✔	✔	✔	✔	✔	✔
To know the threats to the rainforest both on a local and global scale.			✔				
To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality.				✔			
To know the UK grows food locally and imports food from other countries.				✔		✔	✔

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Beginning to use maps at more than one scale.	Geographical skills and fieldwork	✔	✔	✔	✔	✔	✔
Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied.			✔	✔	✔	✔	✔
Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied.				✔	✔	✔	✔
Using the scale bar on a map to estimate distances.				✔	✔	✔	
Finding countries and features of countries in an atlas using contents and index.		✔	✔	✔	✔	✔	✔
Zooming in and out of a digital map.					✔	✔	✔
Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied.						✔	✔
Accurately using 4-figure grid references to locate features on a map in regions studied.					✔		✔
Beginning to locate features using the 8 points of a compass.					✔		✔
Using a simple key on their own map to show an example of both physical and human features.						✔	✔

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Following a route on a map with some accuracy.	Geographical skills and fieldwork					✔	✔
Saying which directions are N, S, E, W on an OS map.						✔	✔
Making and using a simple route on a map.			✔		✔	✔	
Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied.						✔	✔
Beginning to choose the best approach to answer an enquiry question.			✔	✔		✔	✔
Mapping land use in a small local area using maps and plans.			✔			✔	✔
Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher.			✔	✔			
Asking and answering one-step and two-step geographical questions.		✔	✔	✔		✔	✔
Observing, recording, and naming geographical features in their local environments.		✔	✔		✔	✔	✔
Using simple sampling techniques appropriately.		✔					
Making digital audio recordings for a specific purpose.				✔			

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
Designing a questionnaire/interviews to collect qualitative fieldwork data.	Geographical skills and fieldwork			✔			
Taking digital photos and labelling or captioning them.		✔				✔	✔
Making annotated sketches, field drawings and freehand maps to record observations during fieldwork.			✔				✔
Beginning to use a simplified Likert Scale to record their judgements of environmental quality.							✔
Collecting quantitative data in charts and graphs.			✔				
Using a questionnaire/interviews to collect qualitative fieldwork data.			✔	✔			
Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information.		✔	✔	✔			✔
Suggesting different ways that a locality could be changed and improved.			✔				✔
Finding answers to geographical questions through data collection.		✔	✔	✔		✔	✔

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
To understand that a scale shows how much smaller a map is compared to real life.	Geographical skills and fieldwork				✔	✔	✔
To recognise world maps as a flattened globe.		✔	✔		✔		✔
To know that an OS (Ordnance survey) map is used for personal use and organisations use it for housing projects, planning the natural environment and public transport and for security purposes.			✔			✔	✔
To know that an OS map shows human and physical features as symbols.			✔			✔	✔
To know that grid references help us locate a particular square on a map.				✔			✔
To know the eight points of a compass are north, south, east, west, north-east, south-east, north-west, south-west.					✔		✔
To know the main types of land use (agricultural, residential, recreational, commercial, industrial and transportation).						✔	✔
To know an enquiry-based question has an open-ended answer found by research.			✔	✔		✔	✔

Lower key stage 2		Cycle A			Cycle B		
		Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
To know how to use various simple sampling techniques.	Geographical skills and fieldwork	✔					
To know what a questionnaire and an interview are.			✔	✔			
To know that quantitative data involves numerical facts and figures and is often objective.			✔	✔			
To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate.		✔	✔		✔		✔
To know a Likert scale is used to record people's feelings and attitudes.							✔
To know that qualitative data involves opinions, thoughts and feelings and is often subjective.			✔	✔			
To know what a bar chart, pictogram and table are and when to use which one best to represent data.			✔			✔	✔

Upper key stage 2		Cycle A			Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Locating more countries in Europe and North and South America using maps.	Locational knowledge	✔	✔	✔	✔		
Locating major cities of the countries studied.		✔	✔	✔		✔	✔
Locating some key physical features in countries studied on a map.		✔	✔	✔		✔	✔
Locating key human features in countries studied.		✔	✔	✔	✔	✔	✔
Identifying significant environmental regions on a map.		✔	✔			✔	
Using maps to show the distribution of the world's climate zones, biomes and vegetation belts and identifying any patterns.		✔	✔				
Locating many counties in the UK.					✔		
Locating many cities in the UK.				✔			✔

Upper key stage 2		Cycle A			Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Confidently locating the twelve geographical regions of the UK.	Locational knowledge		✔		✔		✔
Identifying key physical and human characteristics of the geographical regions in the UK.				✔	✔	✔	✔
Understanding how land use has changed over time using examples.			✔	✔			
Explaining why a locality has changed over time, giving examples of both physical and human features.		✔	✔	✔	✔	✔	
Identifying the location of the Prime/Greenwich Meridian and time zones, (including day and night) and explaining its significance.			✔	✔			
Using longitude and latitude when referencing location in an atlas or on a globe.		✔	✔	✔			

Upper key stage 2		Cycle A			Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
To know the name of many countries and major cities in Europe and North and South America.	Locational knowledge	✔	✔	✔	✔		✔
To know the location of key physical features in countries studied.		✔	✔			✔	
To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).*			✔				
To know the name of many counties in the UK.					✔		
To know the name of many cities in the UK.				✔	✔		✔
To confidently name the twelve geographical regions of the UK.					✔		✔
To know that London and the South East regions have the largest population in the UK.					✔		
To know the Prime/Greenwich Meridian is a line of longitude which goes through 0° and determines the start of the world's time zones.			✔	✔			

Upper key stage 2		Cycle A			Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Describing and explaining similarities between two environmental regions studied.	Place knowledge	✔	✔	✔			
Describing and explaining differences between two environmental regions studied.		✔	✔	✔			
Explaining how and why humans have responded in different ways to their local environments in two contrasting regions.			✔		✔	✔	
Understanding how climates impact on trade, land use and settlement.		✔	✔	✔	✔	✔	
Explaining how humans have used desert environments.			✔				
Using maps to explore wider global trading routes.				✔		✔	
To know some similarities and differences between the UK and a European mountain region.		✔					
To know why tourists visit mountain regions.		✔					

Upper key stage 2		Cycle A			Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Describing and understanding the key aspects of the six biomes.	Human and physical geography	✔	✔				
Describing and understanding the key aspects of the six climate zones.		✔	✔			✔	
Understanding some of the impacts and causes of climate change.		✔	✔	✔	✔	✔	
Describing and understanding the key aspects and distribution of the vegetation belts in relation to the six biomes, climate and weather.		✔	✔				
Giving examples of alternative viewpoints and solutions used in regards to an environmental issue and explaining how this links to climate change.				✔	✔	✔	✔
Describing and understanding economic activity, including trade links.			✔	✔	✔	✔	
Suggesting reasons why the global population has grown significantly in the last 70 years.				✔	✔		
Describing the 'push' and 'pull' factors that people may consider when migrating.			✔		✔		
Understanding the distribution of natural resources both globally and within a specific region or country studied.			✔	✔			
Recognising geographical issues affecting people in different places and environments.		✔	✔	✔	✔	✔	✔
Describing and explaining how humans can impact the environment both positively and negatively, using examples.		✔	✔	✔	✔	✔	✔

Upper key stage 2		Cycle A			Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
To know vegetation belts are areas of the world that are home to similar plant species.*	Human and physical geography	✔	✔				
To name and describe some of the world's vegetation belts.		✔	✔				
To know why the ocean is important.						✔	
To know the global population has grown significantly since the 1950s.					✔		
To know which factors are considered before people build settlements.			✔		✔		
To know migration is the movement of people from one country to another.					✔		
To know that natural resources can be used to make energy.			✔	✔			
To know some positive impacts of humans on the environment.				✔		✔	✔
To know some negative impacts of humans on the environment.			✔	✔	✔	✔	✔

Upper key stage 2		Cycle A			Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Confidently using and understanding maps at more than one scale.	Geographical skills and fieldwork	✔	✔	✔	✔	✔	✔
Using atlases, maps, globes and digital mapping to locate countries studied.		✔	✔	✔	✔	✔	✔
Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied.		✔	✔	✔	✔	✔	✔
Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution).			✔	✔			✔
Using the scale bar on a map to calculate distances.		✔				✔	
Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references.				✔	✔		✔
Recognising the difference between Ordnance Survey and other maps and when it is most appropriate to use each.				✔			✔
Beginning to use thematic maps to recognise and describe human and physical features studied.					✔	✔	

Upper key stage 2		Cycle A			Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Using models and maps to talk about contours and slopes.	Geographical skills and fieldwork		✔	✔			
Selecting a map for a specific purpose.				✔		✔	✔
Confidently using the key on an OS map to name and recognise key physical and human features in regions studied.		✔		✔	✔		✔
Accurately using four and six-figure grid references to locate features on a map in regions studied.				✔	✔		✔
Confidently locating features using the 8 points of a compass.					✔		✔
Following a short pre-prepared route on an OS map.		✔			✔		✔
Identifying the eight compass points on an OS map.							✔
Planning a journey to another part of the world using six-figure grid references and the eight points of a compass.					✔		
Developing their own enquiry questions.					✔		✔
Choosing the best approach to answering an enquiry question.		✔				✔	✔
Making sketch maps of areas studied including labels and keys where necessary.		✔		✔		✔	✔
Making an independent or collaborative plan of how they wish to collect data to answer an enquiry-based question.				✔	✔	✔	✔

Upper key stage 2		Cycle A			Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Selecting appropriate methods for data collection.	Geographical skills and fieldwork	✔		✔		✔	✔
Designing interviews/questionnaires to collect qualitative data.		✔		✔			✔
Beginning to use standard field sampling techniques appropriately.					✔	✔	✔
Using GIS (Geographical Information Systems) to plot data sets.					✔	✔	✔
Using a simplified Likert Scale to record their judgements of environmental quality.					✔		✔
Conducting interviews/questionnaires to collect qualitative data.		✔		✔	✔		✔
Interpreting and using real-time/live data.			✔				✔
Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies (photos with labels/captions) when communicating geographical information.		✔		✔	✔	✔	✔

Upper key stage 2		Cycle A			Cycle B		
		What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings.	Geographical skills and fieldwork	✔	✔	✔	✔	✔	✔
Evaluating evidence collected and suggesting ways to improve this.					✔	✔	✔
Analysing quantitative data in pie charts, line graphs and graphs with two variables.			✔		✔	✔	
To know that contours on a map show height and slope.			✔	✔			✔
To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective.			✔	✔	✔		✔
To know that GIS is a digital system that creates and manages maps, used to support analysis for enquiries.			✔		✔	✔	✔
To know that a pie chart can represent a fraction or percentage of a whole set of data.			✔		✔	✔	
To know a line graph can represent variables over time.			✔				
To be aware of some issues in the local area.		✔			✔	✔	✔
To know what a range of data collection methods look like.		✔		✔	✔	✔	✔
To know how to use a range of data collection methods.		✔		✔	✔	✔	✔

Vocabulary Progression

EYFS- Vocabulary progression

Geographical skills and fieldwork	Human and physical geography				Locational knowledge
	Human		Physical		
Geographical	**Exploring maps**				
• direction • feature • find • journey	• building • car park • field • house	• park • path • road	• lake • river		• town • village
	Outdoor adventures				
Mapping • above • aerial • bird's eye view • map			• acorn • autumn • bark • dark • dry • feather • flower • freezing • frosty • hot • leaf	• rain • seed • snow • spring • summer • sun • sunny • twig • wet • winter	
Fieldwork • identify • look • photograph • route • search • feel • look • notice • observe • see • smell • sound • touch	**Around the world**				
	• bus stop • church • cottage • explorer • flats • lamp post • playground	• post box • postcard • roundabout • scientists • tractor • travel	• beach • blizzard • cactus • camel • countryside • desert • farm • field • forest • hill • ice	• land • mountain • palm tree • polar • pond • rainforest • sand dune • storm • waterfall • weather	• UK • England • Scotland • Northern Ireland • Wales • city

Year 1- Vocabulary progression

Geographical skills and fieldwork

Geographical

- aerial view
- aerial photograph
- distance
- location
- locate
- near
- far
- left
- right
- north
- east
- south
- west
- features
- direction
- physical feature
- human feature
- similar
- different

Mapping

- map
- globe
- atlas
- symbol
- key

Fieldwork

- survey
- questionnaire
- compass
- rain gauge
- thermometer
- temperature
- weather vane

Human and physical geography

Human

Physical

Locational knowledge

What is it like here?

Human	Physical	Locational knowledge
• village • town • city	• land • lake • river • ocean • sea	• place • continent • country

What is the weather like in the UK?

Human	Physical	Locational knowledge
	• weather • season • climate	• Europe • England • Scotland • Wales • Northern Ireland • United Kingdom (UK)

What is it like to live in Shanghai?

Human	Physical	Locational knowledge
• port • harbour • skyscraper • metro • transport	• desert	• Asia • China • Shanghai

Year 2- Vocabulary progression

Geographical skills and fieldwork		Human and physical geography		Locational knowledge
Geographical		**Human**	**Physical**	
• landmark	**Would you prefer to live in a hot or cold place?**			
		• urban • rural	• pack ice • ice sheet • arid • savannah • vegetation • grasslands • rainforest • polar • mild • temperate	• Africa • North America • South America • Antarctica • Oceania • Equator • North Pole • South Pole • Kenya
Mapping	**Why is our world wonderful?**			
• sketch map • scale • OS map			• habitat	• Atlantic Ocean • Indian Ocean • Southern Ocean • Pacific Ocean • Arctic Ocean • London • Edinburgh • Cardiff • Belfast • Ben Nevis • Lake Windermere • Mount Snowdon • capital city
Fieldwork	**What is it like to live by the coast?**			
• sample • tally chart • pictogram • bar chart • data collection		• aquarium • tourist	• arch • bay • coast • mudflat • pier • cliff • coastline • island • sand dunes • stack	• Weymouth • Jurassic Coast • Pembrokeshire • Orkney Islands • Giant's Causeway • Flamborough Head • North Sea • English Channel • The Irish Sea

Year 3 - Vocabulary progression

Geographical skills and fieldwork

Geographical

- negative/positive effects
- climate change
- adaptation
- tourism
- explorer
- cross-section
- similarity/difference
- land use

Mapping

- index
- hemisphere
- scale bar
- mapping
- tilt
- four-figure grid reference
- plot
- eight points of the compass
- route

Fieldwork

- expedition
- magnetic/magnetic field
- research
- intention
- destination
- evaluate
- compare
- improvement

Human and physical geography

Human

Why do people live near volcanoes?

- geothermal energy
- man-made rock

Who lives in Antarctica?

- treaty

Are all settlements the same?

- linear
- nucleated
- dispersed
- recreational land
- agricultural land
- residential land
- commercial land
- place of worship
- monument
- memorial
- facilities

Physical

Why do people live near volcanoes?

- inner core
- outer core
- mantle
- crust
- tectonic plate
- plate boundary
- volcano
  - shield
  - composite
  - active
  - dormant
  - extinct
- mountain
  - fault block
  - fold
  - volcanic
- magma
- magma chamber
- vent
- pyroclastic flow
- fertile soil
- volcanic springs
- earthquake
- tsunami
- fault line
- epicentre
- seismic wave
- focus
- rock
  - natural
  - igneous
  - sedimentary
  - metamorphic

Who lives in Antarctica?

- ice shelf
- drifting ice
- iceberg
- wilderness

Locational knowledge

Why do people live near volcanoes?

- Italy
- climate zones
  - polar
  - temperate
  - arid
  - tropical
  - mediterranean
  - mountains
- Earth
- Mount Kilimanjaro
- The Andes
- The Himalayas
- The Rockies
- The Alps
- Mount Etna
- Lines of latitude/longitude

Who lives in Antarctica?

- Tropic of Capricorn
- Tropic of Cancer
- Northern Hemisphere
- Southern Hemisphere
- Arctic Circle
- Antarctic Circle
- South Georgia
- Mount Erebus

Are all settlements the same?

- New Delhi
- settlement
- county
- region
- local
- country border

Year 4 - Vocabulary progression

Geographical skills and fieldwork

Geographical

- benefit/advantage
- drawback/disadvantage
- process
- approximate
- greenhouse gas
- sustainability
- carbon footprint
- global warming
- renewable energy

Mapping

- represent
- grid square

Fieldwork

- investigate
- interview
- method
- risk
- enquiry
- data
- analyse
- present
- quantitative/qualitative data
- summarise
- interpret
- quote
- source
- sample size
- reliability
- limitations
- open-ended/closed question
- Likert scale

Human and physical geography

Human

Physical

Locational knowledge

Why are rainforests important to us?

Human

- indigenous peoples
- deforestation
- Community
- logging
- mining

Physical

- vegetation belts
- forest floor
- understorey layer
- canopy layer
- emergent layer
- drought
- buttress roots
- lianas

Locational knowledge

- biomes
  - Savannah
  - Tropical rainforest
  - Temperate deciduous forest
  - Boreal forest
  - Desert
  - Tundra
- Amazon rainforest
- Brazil
- Manaus

Where does our food come from?

Human

- food miles
- import
- export
- distribution
- produce
- waste
- consume
- fertilisers
- pesticides
- greengrocer
- butcher
- pollution
- trade
- product
- cooperative
- responsible trade
- seasonal food
- air freight
- grant
- packaging
- bakery
- food bank
- allotment

Locational knowledge

- Côte d'Ivoire
- West Africa

What are rivers and how are they used?

Human

- irrigation
- leisure
- supply

Physical

- condensation
- evaporation
- groundwater
- percolation
- precipitation
- transpiration
- water cycle
- delta
- estuary
- floodplain
- meander
- oxbow lake
- river mouth
- source
- tributary
- valley
- waterfall
- flooding

Locational knowledge

- River Severn
- River Thames
- River Trent
- River Great Ouse
- River Wye
- River Mississippi.
- River Amazon
- River Nile
- River Danube
- River Yangtze
- River Murray

Year 5 - Vocabulary progression

Geographical skills and fieldwork

Geographical

- natural disaster
- threat
- species
- dependent
- geology
- ecology
- ecosystem
- atmosphere
- human footprint
- environment
- comparison

Mapping

- land height
- sea level
- thematic map
- aerial map
- digital map
- time zone

Fieldwork

- fieldwork
- evidence

Human and physical geography

Human

What is life like in the Alps?

- population

Why do oceans matter?

- coral bleaching
- microplastics
- acidification
- overfishing
- Marine Protected Area
- single-use plastic
- re-purpose
- plastic pollution
- disposable
- policy
- biodegradable

Would you like to live in the desert?

- airstrip
- national park
- nature reserve
- tourist attraction
- military
- ranching
- agriculture
- desertification
- flash flood

Physical

What is life like in the Alps?

- mountain range
- temperate deciduous forest
- coniferous trees
- deciduous trees

Why do oceans matter?

- ocean current
- buffer
- coral reef
- marine
- erosion
- decompose

Would you like to live in the desert?

- rainfall
- barren
- sparse
- mesa
- mushroom rock
- natural arch
- salt flat

Locational knowledge

What is life like in the Alps?

- The Alps
- France
- Monaco
- Switzerland
- Liechtenstein
- Austria
- Germany
- Slovenia

Why do oceans matter?

- Great Barrier Reef
- Australia
- Japan
- South Korea
- USA
- Thailand
- India

Would you like to live in the desert?

- Mojave Desert
- Death Valley
- Gobi Desert
- Oleshky Sands
- Sahara Desert
- Chihuahuan Desert
- Patagonian Desert
- Antarctic Polar Desert
- Great Victoria Desert
- Nevada
- Utah
- Arizona
- Atacama Desert
- Prime/Greenwich Meridian

Year 6 - Vocabulary progression

Geographical skills and fieldwork

Geographical

- impact
- landscape
- urban planner

Mapping

- six-figure grid references
- contour lines

Fieldwork

- digital technologies
- conclusion
- cartogram
- Geographic Information System (GIS)
- pie chart
- line graph
- live data
- consideration
- annotate
- justify
- issue
- viewpoint
- data collection methods
- subjective
- audience
- recommendation

Human and physical geography

Human

Why does population change?

- densely populated
- sparsely populated
- population density
- population distribution
- birth rate
- death rate
- natural increase
- migration
- refugee
- push factors
- pull factors
- voluntary
- involuntary
- air pollution
- noise pollution

Where does our energy come from?

- energy source
- hydropower
- wind power
- solar power
- nuclear power
- biofuel
- non-renewable
- dam
- replenished
- consumption
- producer
- headquarters
- offshore
- onshore

Can I carry out an independent fieldwork enquiry?

N/A

Physical

Why does population change?

- land mass

Where does our energy come from?

- coal
- natural gas
- crude oil
- emissions
- ocean tide
- regenerate
- fossil fuel

Can I carry out an independent fieldwork enquiry?

N/A

Locational knowledge

Why does population change?

- Singapore
- Hong Kong
- Bangladesh
- Greenland
- Iceland
- Canada
- Oman
- Bulgaria

Where does our energy come from?

- Port of Blyth
- Midland, Texas
- Cities of the UK
  - Glasgow
  - Liverpool
  - Bristol
  - Newcastle
  - Southampton
  - Plymouth
  - Leeds

Can I carry out an independent fieldwork enquiry?

N/A

Sustainability Progression

Appreciation of nature

Before pupils can understand the need to protect and sustain the environment, they must first develop a sense of wonder, curiosity and respect for the natural world—its biodiversity, environments and the processes that shape them.

Interdependence

Pupils must recognise that all living things, including humans, rely on the environment and one another to survive. Without this awareness, the importance of protecting ecosystems and biodiversity can feel abstract or disconnected from daily life.

Resources and waste

Pupils must recognise that natural resources are limited and how we use them today impacts the environment and future generations.

By exploring where materials come from, how they are used and what happens to waste, pupils learn that sustainability is not just about recycling but about making responsible choices to reduce waste and conserve resources.

Climate change

By learning about weather, climate patterns and the impact of human activity, pupils can develop a clear, age-appropriate understanding of what climate change is and why it matters.

Without this knowledge, the causes and effects of climate change can feel abstract or unrelated to their daily lives. By exploring both the challenges and solutions, pupils learn that while human actions contribute to climate change, they also have the power to help reduce its impact.

Individual and collective responsibility

Our **Individual and collective responsibility** strand ties together all other strands by giving pupils the tools, confidence and agency to take meaningful action. Without this, knowledge about climate change and other environmental issues can feel overwhelming. By working together on real-world projects, making sustainable choices and understanding the impact of change at different levels — personal, local, national and global — pupils learn that their actions matter.

This strand ensures that sustainability is not just something they learn about but something they actively engage with, developing the skills and mindset to contribute to a more sustainable future.

Progression of skills and knowledge

Appreciation of nature

	EYFS (Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of primary school
Biodiversity	Recognising and naming different types of living things and natural features in the local environment.	Identifying and naming common animals and plants from their own and other environments.	Comparing a wide variety of animals and plants. Beginning to group living things by their features.	Naming some of the features of different plants and animals. Grouping and classifying living things in a variety of ways. Researching endangered species.		Naming some micro-organisms. Exploring how living things are adapted to different environments.		Pupils should: • Have an appreciation for the variety of life on Earth. • Recognise the value of biodiversity.
	To know that plants and animals are living things. To know that plants and animals live in a range of different places (land, sea, air).	To know there are many different types of plants and animals around the world. To know that animals and plants in one place can be very different from those in another place.	To know that some animals and plants can only live in certain places. To know the features of some common animals and plants.	To know that some living things, like endangered species, are at risk of disappearing. To know that people can protect endangered species.		To know that biodiversity means the variety of all living things in an area, from the smallest microbe to the largest animal. To know that the plants and animals in an environment have specific features suited to that environment.		
Environments	Exploring and observing the natural world through play and outdoor activities.	Understanding that places around the world are very different from each other.	Comparing the features of environments from around the world.	Recognising that environments vary around the world and how this is linked to climate. Investigating natural features and phenomena and life in extreme environments.		Explaining how a variety of natural features form.		
	To know that different environments have different features.	To know the difference between natural (physical) and human-made (human) features.	To know that a 'habitat' is an environment where plants or animals live.	To know that the environment is always changing due to seasonal changes and natural processes which shape landscapes and affect living things. To know that the climate of a place determines what types of plants and animals live there.		To know that some changes to the environment happen quickly, while others happen over thousands or millions of years.		Note: These endpoints are suggested by Kapow Primary.
Wonder*	Expressing curiosity and delight at the variety they see in nature.	Showing interest and wonder at how varied the natural world can be in different places.	Recognising and expressing wonder at some of the world's natural features and environments.	Appreciating how diverse and extraordinary the natural world is, both near and far.		Developing an appreciation for the richness and beauty of Earth's natural environments and life forms		

	EYFS (Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of primary school
Needs	Identifying living and non-living things.	Caring for plants by watering them regularly.	Classifying things into things that are living, dead, and things that have never been alive, using some of the life processes. Creating food chains to show the food different animals, including humans, eat.	Identifying how an environment provides for the needs of the animals or plants that live there.		Analysing adaptations of plants and animals that allow them to meet their needs in specific habitats. Recognising that having multiple sources for the things that living things need makes them less vulnerable.		Pupils should: • Understand that all living things, including humans, depend on the environment for survival. • Recognise that all living things are interconnected. • Recognise the value of biodiversity.
	To know that animals, including humans, need food. To know that plants need water to grow.	To know that pets and babies need caring for and providing with the things they need.	To know that all animals, including humans, need food, water and air to survive. To know that animals live in a place (habitat) that provides for their needs.	To know that plants need water, light, air, nutrients and a suitable temperature to grow and stay healthy. To know that animals need to eat a diet that provides nutrients, to grow, stay healthy and have energy.		To know that living things have adaptations that help them meet their needs in different environments.		
Relationships	Observing where animals live and the food that they eat.	Naming some common plants that humans grow and use for food.	Suggesting other ways that animals, including humans, use plants (e.g. shelter).	Explaining that habitat loss or loss of a food source can lead to the decline of a species. Explaining different ways animals can improve soil quality and support plant growth. Exploring further ways that humans use the natural environment (e.g. for medicine, transport, building materials).		Evaluating positive and negative impacts of human actions on relationships between plants and animals. Suggesting ways to protect or restore natural environments to support biodiversity and interdependence.		
	To know that animals often make their homes in trees and other plants.	To know that all land animals, including humans, eat plants and/or other animals for food.	To know that living things depend upon each other (e.g. for food and shelter).	To know that animals help plants to reproduce. To know that when one part of nature is harmed, it can affect many other living things. To know that human behaviour can affect the natural environment, including habitats. To know that animals can be both predator and prey.		To know that humans can impact the ability of plants and animals to meet their needs through activities like farming, deforestation and conservation. To know that having a wider variety of plants and animals (biodiversity) makes nature stronger and more able to deal with changes and challenges.		Note: These endpoints are suggested by Kapow Primary.

Progression of skills and knowledge

Resources and waste

	EYFS (Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of primary school
Use of non-living natural resources.	Naming some of the objects and materials they use in school and saying what they use them for. Beginning to understand that looking after the objects and materials they use in school (e.g. toys and pencils) is important to continue to enjoy them.	Recognising that humans use many different objects and materials for different purposes.	Identifying how important foods, objects and materials are for human survival. Recognising that some objects or materials can be used to solve many different problems (e.g. wood can be used to create furniture, make paper or be burnt to create heat).	Understanding that some resources do not run out (e.g. sunlight and wind); some resources get used up but are quickly replaced (e.g. wood); and other resources get used up and take a very long time to replace (e.g. coal and oil).		Recognising that using some resources increases the amount of carbon in the atmosphere. (e.g. burning fossil fuels, deforestation). Classifying resources into renewable and non-renewable. Explaining how transporting resources (even renewable ones) increases the carbon footprint.		Pupils should: • Recognise that humans must use resources sustainably to avoid compromising the needs of future generations Note: These endpoints are suggested by Kapow Primary.
	To know the names of some visible objects and materials.	To know that some things humans use are natural and some are human-made. To know the difference between objects and materials.	To know that some things humans use are essential to their survival and others are not (i.e. needs vs wants).	To know that a resource is anything that can be used to solve a problem or achieve a goal. To know that water is an essential natural resource. To know that not all countries or regions have the same resources and this can affect the lives of the people who live there. To know that countries may rely on trade, including imports, to give them access to certain resources they do not have themselves, such as food, goods and metals.		To know that some natural resources are used to generate energy including electricity and heat. To know that many forms of transport use non-renewable resources. To know that renewable resources (e.g. sunlight, wind) are naturally replaced quickly, while non-renewable resources (e.g. coal, oil) take millions of years to form and cannot keep up with demand. To know a wider range of resources that are useful to humans and where they are distributed in the world.		

	EYFS (Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of primary school
Waste	Identifying what can be used again and what needs to be thrown away.	Identifying materials in everyday items (e.g. plastic bottles, glass jars) and suggesting which ones can be recycled.	Suggesting ways to reuse everyday items. Explaining why littering can be harmful to animals.	Explaining what happens to our household rubbish and recycling. Identifying materials that break down more easily in the environment. Explaining that reducing waste is better than reusing and reusing is better than recycling because it prevents waste from being created in the first place.		Exploring examples of how the waste hierarchy works in real-life scenarios. Evaluating how waste is dealt with in a setting and suggesting how to make it more sustainable.		Pupils should: • Recognise that humans must use resources sustainably in order to meet our needs in the present without compromising the needs of future generations Note: These endpoints are suggested by Kapow Primary.
	To know that some objects cannot be used again and others can.	To know that some materials are used only once and thrown away, while others can be reused or recycled.	To know that reusing items, like bags or containers, reduces waste. To know that waste which is not recyclable can remain on Earth for a very long time.	To know that many natural materials decompose over time and return to the earth. To know that many human-made materials do not decompose easily and cause long lasting pollution. To know the waste hierarchy: reduce, reuse, recycle.		To know that reducing, reusing and recycling waste conserves resources and energy. To know that manufacturing and transporting items use hidden resources (such as water, energy and fuel) and that when items are thrown away these resources are also wasted. To know that managing waste carefully helps protect nature now and in the future		

Progression of skills and knowledge

Climate change

	EYFS (Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of primary school
Understanding climate change	Observing and describing simple weather changes.	Describing seasonal weather patterns and recognising that sometimes they are different.	Identifying weather in different parts of the world.	Explaining how climate is different from daily weather.		Identifying simple ways which show evidence of climate change.		Pupils should: • Understand that climate change is a long-term change in the Earth's climate. • Recognise some of the human activities that contribute to climate change. • Understand some of the effects of climate change.
	To know that the weather changes daily and across seasons.	To know that the UK's weather can change over time.	To know that weather is different around the world.	To know that climate means the usual weather of a place over a long period of time.		To know that climate change is a long-term change in the Earth's climate, influenced by natural and human factors.		
Human impact on climate change	Taking part in familiar tasks that help the environment.	Suggesting ways to look after animals and plants.	Describing ways to keep the school clean.	Describing deforestation and how humans can help. Suggesting ways to help local wildlife adapt. Discussing imported and food grown at home.		Researching organisations that assist with climate change projects. Suggesting energy alternatives and sustainable products. Investigating how humans affect the environment both positively and negatively.		
	To know that people can take care of the environment by making good choices.	To know that people can take care of plants and animals.	To know that humans can help keep the air and land clean and create less waste.	To know that plants and animals can adapt to some environmental changes with human support. To know importing and exporting food has an impact on the environment.		To know that people can use renewable energy to reduce the impact of climate change. To know that people around the world are working together to protect the environment and reduce the effects of climate change. To know that innovative technologies help reduce climate change effects.		Note: These endpoints are suggested by Kapow Primary.

Progression of skills and knowledge

Climate change

	EYFS (Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of primary school
Effects of climate change	Identifying how they feel when they are too hot or too cold.	Identifying how much water plants need to grow. Describing how to help animals if they are too hot or too cold (e.g. bringing rabbits inside in winter, not walking dogs at the hottest time of day).	Describing different habitats from around the world. Explaining which animals and plants belong in which habitats. Describing how different weather conditions allow different plants to grow. Describing how animals depend on plants for food and shelter.	Identifying examples of plants or animals that are now present in locations where they were not previously. Describing how climate change can affect the water cycle.		Describing positive effects linked to climate change. Describing some negative effects linked to climate change.		Pupils should: • Understand that climate change is a long-term change in the Earth's climate. • Recognise some of the human activities that contribute to climate change. • Understand some of the effects of climate change.
	To know that changes in weather can affect people.	To know that changes in weather can affect plants and animals.	To know that plants and animals need specific weather to grow and survive in different places around the world.	To know that some animals colonise new areas due to changes in climate. To know that crops can be grown in different regions as climate changes. To know that changes in the water cycle can lead to flooding or droughts.		To know that there are positive effects of climate change (e.g. new species colonisation, new crop opportunities, commitment to sustainable choices). To know that there are negative effects of climate change (e.g. habitat loss, changes in weather, sea level rise and coastal erosion)		Note: These endpoints are suggested by Kapow Primary.

Progression of skills and knowledge

Individual and collective responsibility

	EYFS (Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of primary school
Taking action	Participating in simple environmental tasks.	Joining in with small, teacher-led projects.	Following steps to complete a simple project with others.	Planning and carrying out a local project with guidance. Designing and implementing a small-scale sustainability project.		Organising and managing a project from start to finish, evaluating its impact. Developing and presenting solutions to real-world environmental issues in the school or community.		Pupils should: • Understand some lifestyle changes they can make to reduce their impact on the planet. • Understand that changes can be made at different scales; personal, local, national and global. • Understand that working together is essential for creating positive environmental change. Note: These endpoints are suggested by Kapow Primary.
	To know that small actions can help the environment.	To know that helping with a task can make a difference.	To know that projects involve planning and doing tasks.	To know that projects can help solve local environmental problems. To know that local environmental projects can inspire wider community involvement.		To know that successful projects require reflection and adaptation. To know that solving environmental challenges requires creative thinking and persistence.		
Working together	Taking turns and listening to others in group activities.	Sharing simple ideas and participating in group activities.	Working with people who have different ideas to achieve a goal.	Taking on a role in a group and contributing to a shared project. Taking responsibility for a specific role in a group to contribute to the success of a shared sustainability project.		Leading or facilitating a group to achieve a shared goal. Leading a team by assigning roles and supporting others to complete a sustainability project.		
	To know that working together can help solve problems.	To know that working in a group means sharing ideas and tasks.	To know that different people bring different ideas to a group.	To know that collaboration involves sharing tasks and responsibilities. To know that successful teamwork requires listening to others and valuing different ideas when solving environmental problems.		To know that effective collaboration requires compromise and respect for different views. To know that leadership involves motivating and guiding others to achieve a shared environmental goal.		

Progression of skills and knowledge

Individual and collective responsibility

	EYFS (Reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	By the end of primary school
Making a difference	Sharing simple ideas for helping the environment.	Choosing simple actions that help.	Identifying local problems and suggesting solutions.	Advocating for simple changes at school or in the community. Reflecting on how personal and group actions have helped improve the local environment.		Persuading others to join efforts for long-term local sustainability. Evaluating the success of sustainability projects and suggesting ways to improve or expand their impact. Explain how pressure groups could bring about change on a national or global scale.		Pupils should: • Understand some lifestyle changes they can make to reduce their impact on the planet. • Understand that changes can be made at different scales; personal, local, national and global. • Understand that working together is essential for creating positive environmental change. Note: These endpoints are suggested by Kapow Primary.
	To know that everyone can make a small difference.	To know that actions like recycling or caring for plants can improve the local environment.	To know that small actions can lead to visible changes.	To know that change happens through effort and teamwork. To know that making small, positive changes can encourage others to take action too.		To know that sustained change requires ongoing commitment and leadership. To know that pressure groups can be started by a person or group of people.		

Climate change and sustainability vocabulary.

There is a wide range of vocabulary related to climate change and sustainability and it can be challenging to determine the right time to introduce these terms without overwhelming pupils.

This progression of knowledge and skills has been designed to introduce key terminology at appropriate stages, ensuring it aligns with pupils' developing knowledge and conceptual understanding.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
animals human-made material natural nature plants recycle single-use waste weather	environment food chain fumes habitat human feature needs physical feature reuse survival transport wants	climate decompose deforestation endangered drought flood import natural resource pollution reduce resource		adaptation alternative biodiversity climate change conserve/conservation energy fossil fuel global warming greenhouse gases non-renewable organisms renewable sources sustainable	

Although terms like 'carbon', 'carbon footprint' and 'carbon dioxide' are commonly associated with climate change, they have been omitted from this KS2 vocabulary progression as they are formally introduced in the KS3 science curriculum. While these terms may be briefly referenced in lessons to support understanding, the focus at KS2 is on developing foundational knowledge about human impact on the environment and sustainability in an age-appropriate way.

What is fieldwork and why is it important?

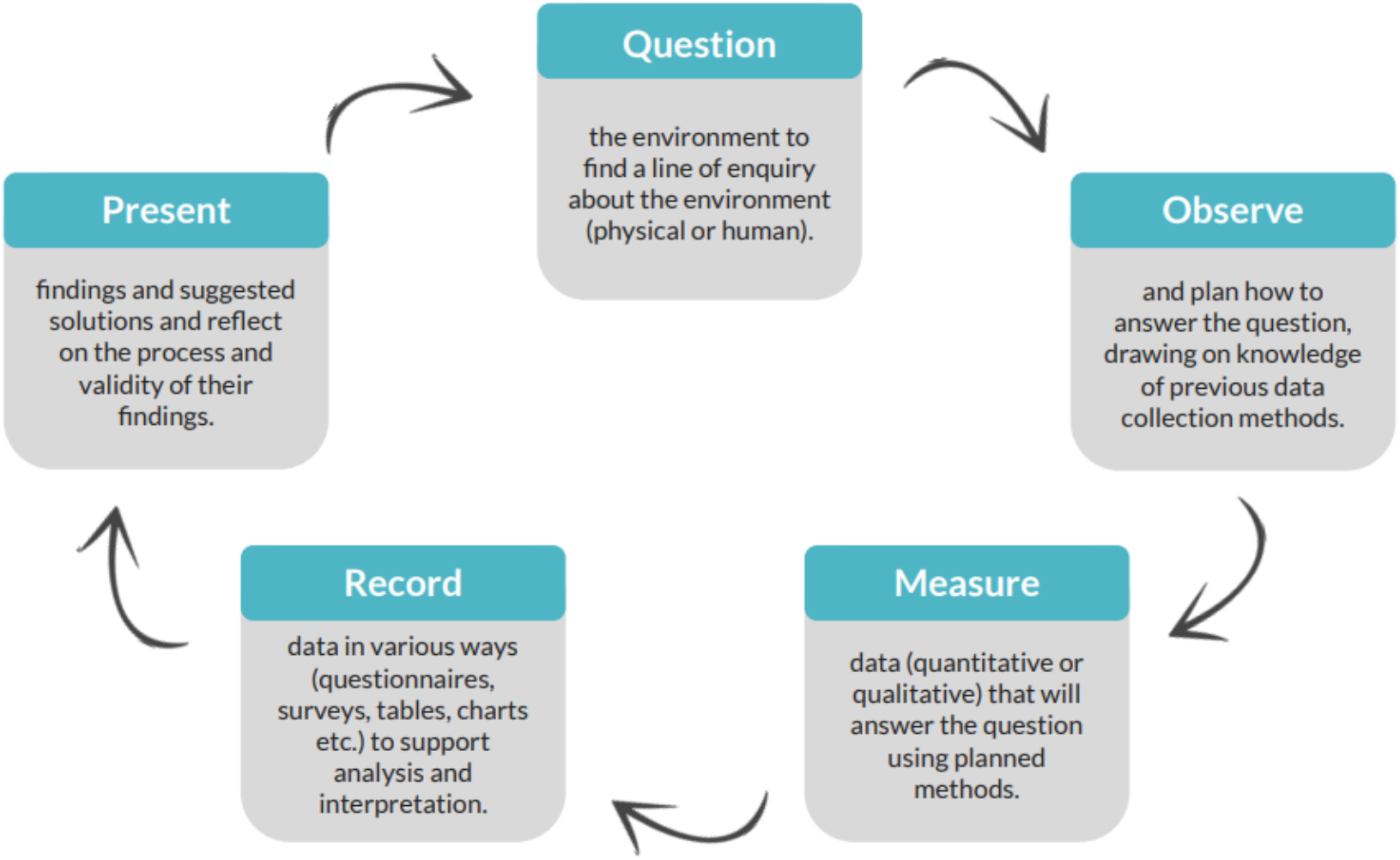
Fieldwork provides children with hands-on experience and encourages them to apply geographical concepts to their surroundings. It allows pupils to explain, ask questions and make discoveries about the world around them. This approach is crucial because it provides children with real-life contexts to develop their geographical skills, such as observation, measurement and data collection.

Fieldwork also enhances critical thinking and problem-solving abilities, as pupils learn to analyse and interpret the information they gather. Additionally, it fosters an appreciation of both local and global environments, encouraging responsible attitudes towards the world. By participating in fieldwork, children connect classroom learning with the outside world, making geography both relevant and exciting.

Read our blog post 'What is fieldwork and why is it important?' to find out more.

The enquiry cycle

It is important that pupils consider the ways that geographers question and explain the world and begin to 'think like a geographer.' We have used this enquiry cycle when planning the fieldwork studies throughout our scheme to encourage pupils to ask geographical questions and learn how geographers reach their answers through enquiry.



Fieldwork skills

Below is a list of many of the fieldwork skills featured in our curriculum. These are be built upon over time and feature across units where most appropriate for the enquiry question.

Observing

- Maps and compasses to follow routes.
- Annotated field sketches.
- Aerial photographs.
- Transects.
- Magnifying glasses to observe in more detail and classify.
- Sketch maps.

Measuring

- Likert scales.
- Rain gauges
- Thermometers.
- Non-standard measurements (for example, drawing around a puddle with chalk).

Recording

- Drawing routes on maps.
- Annotated maps.
- Digital photographs.
- Using simple recording techniques to record their feelings.
- Questionnaires.
- Interviews.
- Tally charts.
- Audio recordings.
- Sketch maps to show spatial patterns.

Presenting

- GIS (digital mapping).
- Bar charts
- Pictograms.
- Pie charts.
- Presentations.
- Letters.
- Slideshows.
- Non-chronological reports.
- Verbal.
- Posters.
- Video.
- Balanced arguments.

It is important to plan for fieldwork in advance, especially if it involves leaving the school grounds, so the lessons involving fieldwork and the suggested locations to carry out this fieldwork are listed below.
It is important to risk-assess the proposed fieldwork taking into account any relevant school risk assessment policies and procedures. Refer to the *Before the lesson* section in each fieldwork lesson to prepare. **Please be aware fieldwork lessons may take longer than one hour.**

	Autumn	Spring	Summer
Year 1/2 Cycle A	What is it like here?	What is the weather like in the UK?	What can you see at the coast?
	Using maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground. **Lessons involving fieldwork:** Lesson 3: What can we find in our school grounds? **Location:** School grounds Lesson 4: Where are the different places in our school? **Location:** School grounds	Considering how we change our behaviour in response to different weather and keep a weather diary or record. **Lessons involving fieldwork:** Lesson 2: What are the four seasons? **Location:** School grounds Lesson 3: What are the compass directions? **Location:** School grounds Lesson 4: What is the weather like today? **Location:** School grounds	Investigating how people use the local coastline by completing a tally chart. **Lessons involving fieldwork:** Lesson 5: how do people use our local coast? **Location:** Ideally a coastal town (if this is not possible, visit a local village, town or city that attracts visitors. Please note: if a coast is not visited, parts of the lesson plan may need to be amended to suit the chosen location.)
Year 1/2 Cycle B	Where am I?	Would you prefer to live in a hot or cold place?	What is it like to live in Shanghai?
	Mapping feelings associated with places around school using sketch maps and symbols. **Lessons involving fieldwork:** Lesson 2: What is a feature? **Location:** School grounds Lesson 6: How do places in school make us feel? **Location:** School grounds	Comparing weather and climate in the North and South Poles, Kenya and the local area by measuring and recording conditions to find similarities and differences. **Lessons involving fieldwork:** Lesson 5: Do we live in a hot or cold place? **Location:** School grounds	Comparing features in Shanghai to those in the local area and making a simple map using data they have collected through fieldwork. **Lessons involving fieldwork:** Lesson 1: What can we see in our local area? **Location:** Local area surrounding school.

	Autumn	Spring	Summer
Year 3/4 Cycle A (LKS2)	Why do people live near volcanoes?	Why are rainforests important to us?	Where does our food come from?
	Observing and recording the location of rocks around the school grounds and discussing how they originated. **Lessons involving fieldwork:** Lesson 6: Where have the rocks around school come from? **Location:** School grounds	Collecting data to understand how local woodland is used with a variety of data collection methods. **Lessons involving fieldwork:** Lesson 5: How is our local woodland used?: Data collection **Location:** Local woodland (or park)	Designing and carrying out an interview to collect data on where school dinners are sourced. **Lessons involving fieldwork:** Lesson 5: Are our school dinners locally sourced? **Location:** School grounds
Year 3/4 Cycle B (LKS2)	Who lives in Antarctica?	Are all settlements the same?	What are rivers and how are they used?
	Interpreting instructions which include compass points to map and follow a simple route inspired by Shackleton's expedition. **Lessons involving fieldwork:** Lesson 6: How did our expedition go? **Location:** School grounds	Mapping and discussing why physical and human features are in particular locations. **Lessons involving fieldwork:** Lesson 3: Can I explain the location of features in my local area? **Location:** Local area	Identifying and locating human and physical features of a local river on a map. **Lessons involving fieldwork:** Lesson 6: What features does our local river have? **Location:** River environment

	Autumn	Spring	Summer
Year 5/6 Cycle A (UKS2)	What is life like in the Alps?	Would you like to live in the desert?	Where does our energy come from?
	Investigating what there is to do in the local area using data collection. **Lessons involving fieldwork:** Lesson 4: What is there to do in our local area? **Location:** Local area – focus on recreational land use (tourism)	**Lessons involving fieldwork:** None	Collecting and and presenting data on where to position a solar panel on the school grounds. **Lessons involving fieldwork:** Lesson 6: Where is the best place for a solar panel on the school grounds? **Location:** School grounds
Year 5/6 Cycle B (UKS2)	Why does population change?	Why do oceans matter?	Can I carry out an independent fieldwork enquiry?
	Collecting and interpreting data about how population impacts the amount of traffic and litter in a local urban area. **Lessons involving fieldwork:** Lesson 5: How is population impacting our local environment?: Data collection **Location:** Urban area (e.g. town centre)	Collecting data on the types of litter polluting a local marine environment. **Lessons involving fieldwork:** Lesson 5: How littered is our marine environment?: Data collection **Location:** Marine environment (beach, river, reservoir, lake or pond)	Planning a full fieldwork enquiry using the enquiry cycle and collecting data to analyse and present on a relevant local topic. **Lessons involving fieldwork:** Lesson 4: Collecting the data. **Location:** Local area

Belton Church of England Primary School

GEOGRAPHY Rolling Programme

Why are the units sequenced this way?

As already stated, there is some flexibility in the order the Geography units can be taught in EYFS. However, the Cycles A and B should be followed in order to ensure there is no repeated content and that there is progression across phases. Children will revisit key skills and knowledge, across both years, covered in different geographical contexts, but can start with either Cycle A or Cycle B units. The order of units on this long-term plan is our suggested order for teaching the units and we provide the justification for this sequencing below.

EYFS and Key Stage 1

In Key stage 1, we have sequenced the learning to specifically develop pupils' conceptual understanding of scale and place by first learning about their everyday surroundings, then by looking at a national level and finally by studying global contexts which are likely to be new to them.

EYFS (Reception)
These activities have been designed so that you can use them at any point throughout the year to tie-in with your current theme/topic. The activities help the children to explore fictional and real maps in familiar contexts, experience the surrounding natural environment, notice changes in the weather and seasons over time and explore different landscapes and cultures.

Year 1 / 2 Cycle A
The 'What is it like here?' unit supports pupils to develop an understanding of basic geography by looking at their familiar surroundings and beginning to build an awareness of the United Kingdom. 'What is the weather like in the UK?' extends this knowledge of location and builds upon the children's understanding of weather and seasons from Reception. Concepts such as mapping and directional language are also introduced in this unit, supporting the development of basic geographical skills. 'What can you see at the coast?' builds on existing geographical skills and gives children the opportunity to apply them in a more specific context away from the school grounds, using higher level geographical vocabulary.

Year 1 / 2 Cycle B
The 'Where am I?' unit supports pupils to develop an understanding of their surroundings and begins to build an awareness of the United Kingdom. Children revisit the concept of place by studying a non-European country in the unit 'Would you prefer to live in a hot or cold place?' They have the opportunity, as advised by the National curriculum, to explore human and physical features in areas of Kenya and compare this to their locality. With a more secure grasp of location, scale and place, pupils are able to look at a small area in the largest continent in our 'What is it like to live in Shanghai?' unit, building towards children's ability to name and locate the world's seven continents. Here, they have another opportunity to directly compare contrasting human and physical features to those in their local area and develop an understanding of how communities and place can be similar or different to one another.

Key Stage 2

The National curriculum states that pupils should 'develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge', and so our units across Key stage 2 are sequenced to allow pupils to build on their understanding of geographical concepts, themes, such as settlement, trade, climate change and natural resources, and fieldwork skills. As guided by the National curriculum, we have also structured our units to reflect a regional approach, for example, the Amazonian region, a volcanic region in Southern Italy, the Alps, the Great Barrier Reef and a desert region. Case studies have been chosen not only to reflect the National curriculum guidance but also to ensure children have experience learning about a location in each continent by the end of primary school.

Year 3 / 4 Cycle A

This cycle starts with 'Why do people live near volcanoes?' for deeper insight into physical processes learnt in Key Stage 1. In 'Why are rainforests important to us?' children are introduced to biomes and the Amazonian region is used as a case study to compare how the local woodland is used similarly or differently to the Amazon rainforest. This is built upon in the unit 'Where does our food come from?' and ties together how climate and vegetation impact communities and trade.

Year 3 / 4 Cycle B

'Who lives in Antarctica?' expands on Key Stage 1's hot and cold places by exploring how location affects people differently. 'Are all settlements the same?' lays the groundwork for understanding settlements and natural resources. New Delhi was chosen as a case study for this unit so children studied an area in Asia in Key stage 2 to ensure all continents had been covered before children leave primary school. The following unit 'What are rivers and how are they used?' builds on these concepts and gives children an opportunity to bring learning back to their locality during the fieldwork.

Year 5 / 6 Cycle A

'What is life like in the Alps?' begins with a case study considering the interdependence of the human and physical environment, exploring colder environments as previously introduced. Studying a different type of biome and considering how humans utilise this environment is explored in the unit 'Would you like to live in a desert?'. Here, the Mojave Desert, North America, is used as a case study and is directly compared to the children's local area towards the end of the unit. More complex issues around energy production are taught towards the end of this cycle where Midland, Texas is used as a case study in North America to compare energy usage and human features to those found in Port of Blyth, England.

Year 5 / 6 Cycle B

The first unit in this cycle exposes children to more complex issues of population and encourages them to consider data through an analytical lense. 'Why do oceans matter?'' builds on the understanding children have gained around climate change in Lower key stage 2. We have placed the local geography unit 'Can I carry out an independent fieldwork enquiry?' as the last unit in this cycle, as children are given the opportunity to bring all their knowledge and skills together to independently showcase how they can think like a geographer.

Geography in EYFS: Reception

Our Geography Early Years Foundation Stage (Reception) activities are designed to target Development matters 'Understanding the world' statements and also fully integrated with the Kapow Primary Key stage 1 and 2 curriculum for Geography offering a unified approach to teaching Geography in EYFS.

Clear progression between EYFS (Reception) and Key stage 1 content can be seen by looking at our Progression of knowledge and skills document, where component knowledge and skills are outlined across our strands (**Locational knowledge, Place knowledge, Human and physical geography, Geographical skills and knowledge**) from EYFS (Reception) through to Year 6.

Our Geography EYFS (Reception) 'units' are not designed to be taught in a set order. Instead, they feature flexible, small-step activities, allowing teachers to personalise lessons to include local geography or to fit in with their chosen themes or topics. The activities have been designed for continuous provision. An adult will need to explain the outcome of the station at the beginning of the week, but after this, independent learning should be encouraged. Each unit has explanatory videos to assist teachers in their planning and implementation. These videos provide insight into how the activities can support skills and knowledge development, which will lay the foundations for pupils' geography learning in Key stages 1 and 2.

The activities are designed to build pupils' familiarity with maps, atlases and globes to develop their early geographical skills and fieldwork. Children begin to use simple directional language to prepare for the locational knowledge to come in Key stage 1 and 2.

EYFS Units - Exploring Maps

Exploring maps	Activity 1: Pirate map bingo	Activity 2: Our school from above	Activity 3: Let's build a map!	Activity 4: Creating journey sticks	Activity 5: Investigating maps	Activity 6: Map making
Skills						
Identifying land and water on a map or globe.	✔				✔	
Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).*	✔	✔	✔	✔	✔	✔
Discussing how environments in stories and images are different to the environment they live in.	✔		✔			
Making observations about the features of places (in stories, photographs or in the school grounds/local area).*	✔	✔	✔	✔	✔	✔
Ask questions about the world around them.		✔				
Answering simple questions, guided by the teacher.	✔	✔	✔	✔	✔	✔
Representing some of the features they notice in their school and school grounds.		✔				✔

Exploring maps	Activity 1: Pirate map bingo	Activity 2: Our school from above	Activity 3: Let's build a map!	Activity 4: Creating journey sticks	Activity 5: Investigating maps	Activity 6: Map making
Skills						
Commenting on the features they see in their school and school grounds.		✔		✔		✔
Recognising features on maps (real or imaginary).	✔	✔			✔	✔
Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.	✔	✔				
Creating real or imaginary maps even if features are indistinguishable.		✔	✔	✔	✔	✔
Beginning to use modelled directional vocabulary when describing features in the surrounding environment.				✔		✔
Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.	✔	✔	✔		✔	✔

Exploring maps	Activity 1: Pirate map bingo	Activity 2: Our school from above	Activity 3: Let's build a map!	Activity 4: Creating journey sticks	Activity 5: Investigating maps	Activity 6: Map making
Knowledge						
To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*	✔				✔	
To know that a map is a picture of a place.	✔	✔	✔		✔	✔
To know that usually water is represented in blue on a map or globe.	✔				✔	✔
To know the name of their school and the place where they live.		✔				
To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	✔	✔	✔	✔	✔	✔
To know that a place and its features can be represented in a picture.	✔	✔			✔	✔
To know some vocabulary to describe directions, even if used inaccurately (e.g. near, far, next to, close, behind).			✔	✔		✔

Outdoor Adventures

Outdoor adventures	Activity 1: Nature catchers	Activity 2: Observational painting	Activity 3: Exploring the weather	Activity 4: Senses in nature	Activity 5: Exploring the seasons	Activity 6: Dress the teddy
Skills						
Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	✔	✔	✔			
Discussing how environments in stories and images are different to the environment they live in.		✔				
Observing weather across the seasons.			✔		✔	✔
Observing and discussing the effect the changing seasons have on the world around them.			✔		✔	✔
Beginning to use the names of the seasons in the correct context.			✔		✔	✔
Making observations about the features of places (in stories, photographs or in the school grounds/local area).	✔	✔		✔		

Outdoor adventures	Activity 1: Nature catchers	Activity 2: Observational painting	Activity 3: Exploring the weather	Activity 4: Senses in nature	Activity 5: Exploring the seasons	Activity 6: Dress the teddy
Skills						
Ask questions about the world around them.	✔	✔	✔	✔	✔	
Commenting on the features they see in their school and school grounds.	✔	✔		✔	✔	
Answering simple questions, guided by the teacher.	✔	✔	✔	✔	✔	✔
Representing some of the features they notice in their school and school grounds.		✔				

Outdoor adventures	Activity 1: Nature catchers	Activity 2: Observational painting	Activity 3: Exploring the weather	Activity 4: Senses in nature	Activity 5: Exploring the seasons	Activity 6: Dress the teddy
Knowledge						
To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond)*			✔			
To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).*	✔	✔	✔			
To know that the terms Spring, Summer, Autumn and Winter are used to describe the season.			✔		✔	✔
To know some of the key characteristics of each season.			✔		✔	✔
To know that there are four seasons in a year marked by certain weather conditions.			✔		✔	✔
To know that a place and its features can be represented in a picture.		✔				

Around the World

Around the world	Activity 1: Home or away?	Activity 2: Bear's UK travels	Activity 3: City or countryside?	Activity 4: Exploring world landscapes	Activity 5: Desert explorers	Activity 6: Polar explorers
Skills						
Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area).	✔	✔	✔	✔	✔	✔
Discussing how environments in stories and images are different to the environment they live in.	✔	✔	✔	✔	✔	✔
Answering simple questions, guided by the teacher.	✔	✔	✔	✔		
Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning.		✔				
Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes.		✔		✔	✔	✔
Making observations about the features of places (in stories, photographs or in the school grounds/local area).	✔	✔	✔	✔	✔	✔

Around the world	Activity 1: Home or away?	Activity 2: Bear's UK travels	Activity 3: City or countryside?	Activity 4: Exploring world landscapes	Activity 5: Desert explorers	Activity 6: Polar explorers
Skills						
Recognising features on maps (real or imaginary).		✔		✔		
Identifying land and water on a map or globe.				✔	✔	✔

Around the world	Activity 1: Home or away?	Activity 2: Bear's UK travels	Activity 3: City or countryside?	Activity 4: Exploring world landscapes	Activity 5: Desert explorers	Activity 6: Polar explorers
Knowledge						
To know that places within this country can differ from each other.	✔	✔	✔			
To know that there are differences between places in this country and places in other countries.	✔	✔		✔	✔	✔
To know the name of their school and the place where they live.	✔					
To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	✔	✔	✔	✔	✔	✔
To know that a map is a picture of a place.		✔		✔		
To know that a place and its features can be represented in a picture.		✔	✔	✔		
To know that usually water is represented in blue on a map or globe.				✔		

	Autumn	Spring	Summer
EYFS (Reception)	Our new EYFS activities are designed to be used throughout the year to support Reception teachers in targeting Development matters statements, while also laying the foundations for pupils' further geography learning. See here for more information on Geography in EYFS: Reception. Additional collection lesson: How can we welcome animals on the school grounds?		

Cycle A				Cycle B		
Year 1/2	**Year 3/4**	**Year 5/6**		**Year 1/2**	**Year 3/4**	**Year 5/6**
What is it like here?	Why do people live near volcanoes?	What is life like in the Alps?	Autumn	Where am I?	Who lives in Antarctica?	Why does population change?
What is the weather like in the UK? Additional collection lesson: How can we look after a garden?	Why are rainforests important to us? Additional collection lesson (choose one): How can we use plastic more sustainably? - Reduce How can we use plastic more sustainably? - Reuse How can we use plastic more sustainably? - Recycle	Would you like to live in the desert? Additional collection lesson: What is fast fashion and why is it a problem?	Spring	Would you prefer to live in a hot or cold place? Additional collection lesson: How can our journey to school help the environment?	Are all settlements the same? Additional collection lesson: How sustainable is our school?	Why do oceans matter? Additional collection lesson: What actions can we take to make the world more sustainable?
What can you see at the coast?	Where does our food come from?	Where does our energy come from?	Summer	What is it like to live in Shanghai?	What are rivers and how are they used?	Can I carry out an independent fieldwork enquiry?

Achieving the Best Together

I have come that they may have life in all its fullness – John 10:10