



Geography Curriculum Plan 2022-2023

INTENT

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

	Autumn	Spring	Summer
1	Why don't penguins need to fly? This enquiry introduces young geographers to the concept of biomes and natural regions which they will study in greater depth at a later stage.	How does the weather affect our lives? This enquiry provides an opportunity for pupils to understand the concept of weather (the very changeable conditions of the atmosphere at any given moment of time) and to form a solid foundation for studying climate later in the programme.	Why do we love being beside the seaside so much? The primary objective of this enquiry is to enable pupils, as young geographers, to identify and begin to understand the key physical and human geographical features of the seaside as one example of the broader concept of 'coasts.'
2	What is the Geography of where I live? This investigation focuses on the immediate vicinity of the school and the pupils' homes and then extends to encompass the local area.	Why does it matter where our food comes from? This investigation enables pupils to explore several key geographical concepts such as location and distribution as well as establishing a clear grasp, in simple terms, of fundamental geographical processes including economic activity and trade	How does Kampong Ayer compare with where I live? The aim of this investigation is to support children, through a range of learning activities, to make comparisons between their lives and those of people in a small diverse community in the country of Brunei on the tropical island of Borneo in southeast Asia.
3	Why do some earthquakes cause more damage than others? This enquiry introduces pupils to some key aspects of physical geography, one of the major outcomes of tectonic activity in the world – earthquakes. Some work is also focused on volcanic activity.	Beyond the Magic Kingdom: what is the Sunshine State really like? This enquiry is designed to enable pupils to gain an understanding of the physical and human geographical features of a region in North America with which they can begin to compare the characteristics of a region of the United Kingdom.	Why do so many people live in megacities? This investigation supports pupils to develop their understanding of the important geographical concepts of <i>settlement</i> and <i>urbanisation</i> through the study of the world's <i>megacities</i>
4	How can we live more sustainably? The main objective of this enquiry is for the pupils to understand, using several examples, what sustainability entails and how they might approach applying those principles to their own lives	Why are jungles so wet and deserts so dry? This enquiry introduces pupils to the concept of climate in the context of the United Kingdom, enabling pupils to see how climate varies, even across a small country in terms of land area as the UK they are then introduced to climate zones across the world.	How and why is my local environment changing? This enquiry enables pupils to reflect upon the contribution that remote sensing technology used by satellites can make to understanding larger scale environmental change at a global level.
5	What is a river? The enquiry establishes the key concept that rivers change over their course from source to mouth and develop distinctive physical features as they do so by altering the environment through erosion and deposition.	Why are mountains so important? This enquiry introduces pupils to the physical and human importance of a biome that covers one-fifth of the world's land surface. The study of mountains enables pupils to comprehend key concepts of physical geography such as plate tectonics and the formation of different rock types.	How do volcanoes affect the lives of people on Heimaey(Iceland). This enquiry encourages and supports pupils not only to understand some of the key physical processes that shape the Earth, but also to recognise and evaluate the interaction of people with these physical processes.
6	Why is fair trade fair? this enquiry enables pupils to understand what international trade entails – the manufacture, selling and buying of goods and services between countries through exports and imports – and the fact that trade has been operating for thousands of years.	Who are Britain's National Parks for? The enquiry begins with pupils identifying the location and distribution of the 15 National Parks in the United Kingdom and understanding the rationale that underpins them.	How is climate change affecting the world? This investigation focuses initially on the personal stories of real people around the world who are being impacted upon by changes in the usual weather patterns.



Key Geography Concepts

Concepts or 'big ideas' allow children to make connections between their learning and in turn gain a deeper understanding allowing them to make sense of the facts and the world around them. As part of our curriculum, we involve the use of specific key questions which focus upon factual, conceptual and debatable content. Concepts are returned to throughout the year groups to ensure children have a clear understanding of them and enabling them to be held within their long-term memory.

Concept	Why learn about this concept?	Yr Group Studied (although looked at in other units as well)
Space	The concept of space in geographical terms refers to the landscape and is a concept key concept that is interdependent on many other concepts. Space addresses the features and values we associate with a location. It will investigation into the patterns, distribution, trends, interconnections, density, proximity and the relative aspects of a particular area.	All years
Location	Location as a concept can be explained in terms of a designated area, a locality such as a town, city or country. It can be defined as a human settlement or archaeological site. Location is used as a geographer's tool of description. Also studied is a place's 'absolute location' its precise and fixed place on Earth, regularly referred to in terms of latitude and longitude. Whereas 'relative location' will allow the involvement and opportunity to compare position in relation to differing landmarks or places.	All years
Place	Place as a concept develops understanding of the physical and human characteristics of places. Understanding a place relates to the opinion and meaning that people attach to a location. We may distinguish the importance of the place as a home, but the sense of place is much greater for those living there because of their attachment and experience of that place. As a concept it examines the uniqueness of a space and questions what is specific about this area. Place scrutinises the diversity, sustainability and intangibles of an area although these are often personal and subjective.	All years
Human and Physical processes	The geographical concept of physical and human processes looks at natural and man-made. A physical process could be defined as an incident or series of incidents that happen naturally due to the effects and importance of a specific force of nature. Human processes could therefore be defined in terms of how human involvement has affected the world. The concept will develop an understanding of how these events and activities can lead to changes within the places, landscapes and societies of the world.	All years
Communities and Settlements	Previously we have developed an understanding of the concepts, space, location and human and physical processes. We now start to look at how the dimensions of the environment are related. The concept also requires us to explore human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources. It will also examine how people settle and move into and from areas for various reasons. Together these factors can have a significant impact in how land is changes over time and influence environmental change.	EYFS Year 1 Year 4 Year 5



Spatial interactions	The concept of spatial interactions studies the flows, movements or exchanges that link places together. Interactions like migration can lead to two places becoming interdependent upon each other. It looks at how an incident in one area can have an effect on a different area and become interconnected. Examining the movement between countries, seas, rivers and mountains are all encompassed within spatial interactions.	Year 4 Year 5 Year 6
Environment	The concept of environment ponders about the natural world and how people effect the world and have the ability to change it. The environment maintains and enhances life. The concept will develop an understanding of the natural world in relation to change, systems, biodiversity, living and non-living elements, interconnections, sustainability and various processes.	Year 2 Year 5
Movement	The concept of movement involves a change in location of people, products, ideas and elements, this can be through travel or flow. Movement is a significant consideration in how land is changed over time. Where movement is referred to, distance, direction, the processes bringing about movement and the regularity and volume of movement all need to be considered. Movement can be represented in different ways graphically; colour and lines are usually used to show the date of spread and arrows can show the distance and direction of movement.	Year 5
Cultural understanding and diversity	Cultural understanding and diversity, as concepts, show appreciation and awareness of similarities and differences between environments, places, people and cultures to help develop our understanding of different societies and economies. By developing an understanding of these similarities and differences we can build an appreciation of people's beliefs and attitudes and the influence that they may have on social, environmental, economic and political issues. It also gives a platform for the children to develop justification for their own values and attitudes.	Year 6



EYFS

Themes to be identified following lines of enquiry from children.

Locational Knowledge

- Describe the immediate environment, using new vocabulary where appropriate.
- Know the name of the road, and town that school is located in.
- Talk about a range of contrasting environments within their local region.

Place Knowledge

- Find out about places in the world that contrast with locations they know well.
- Use relevant, specific vocabulary to describe contrasting locations. Use images, video clips, shared texts and other resources to bring the wider world into the classroom.
- Teach children about a range of contrasting environments within both their local and national region.
- Share non-fiction texts that offer an insight into contrasting environments.
- Listen to how children communicate their understanding of their own environment and contrasting environments through conversation and in play.

Fieldwork skills

ELG 2021: Listening, Attention and Understanding

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during the whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back and forth exchanges with their teachers and peers.

ELG 2021: Speaking

- Children at the expected level of development will:
- Participate in small group, class and one to one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems as appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

ELG 2021: People, Culture and Communities

Children at the expected level of development will:

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

ELG: Understanding the World – The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- 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.



- Look at aerial views of the school setting, commenting on what they notice, recognising buildings, open space, roads and other simple features.
 - Draw simple maps of their immediate environment, or maps from imaginary story settings they are familiar with.

Physical and human geography

Observe the natural world and how the seasons change, talking about the weather and seasonal features.

Note and record the weather. Use images and texts to share with children about the changing seasons.

Explain how children’s lives in other countries may be similar or different in terms of how they travel to school, what they eat, where they live, and so on. (Avoid stereotyping)

Model the vocabulary needed to name specific features of the world, both natural and made by people.

- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Key Vocabulary – Earth, map, globe, Blandford, India, same, different, weather, near, far, next to, behind

Sticky Knowledge – EYFS

- In India, the weather is hotter than where we live.
- Use the words near, far, next to and behind to explain where something is.



<h1>Year 1</h1>	<p>Retrieval</p> <ul style="list-style-type: none"> • Stories about penguins • Understanding of what the climate is like in England • Understanding of different climate in other places they may have visited 	<p>Retrieval</p> <ul style="list-style-type: none"> • 'Home is where the heart is' – understanding of the UK and its countries. <ul style="list-style-type: none"> • Understanding of what the climate is like in England • Understanding of different climate in other places they may have visited 	<p>Retrieval</p> <ul style="list-style-type: none"> • Basic understanding of where we live from EYFS. • There are different places in the world and we learn about these in Geography.
<p>Knowledge and Skills</p>	<p>Why don't penguins need to fly? Main line of enquiry – How are animals adapted to their environment? Debate: Would you best suited to live in a desert or Antarctic?</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Know where Antarctic is on a map • Identify countries in Africa which lie within the Sahara Desert • Identify the North and South Poles • Name and locate world's seven continents and 5 oceans <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • Identify, recognise and describe the key geographical features of the Antarctic environment • Identify daily and seasonal weather in UK • identify, recognise and describe the key geographical features of the Sahara Desert • Describe and explain the components of the food chain of an Emperor Penguin • Describe ways that the Arctic region and North Pole is similar to and different from Antarctica and the South Pole and offer reasons for such differences <p><u>Fieldwork skills</u></p>	<p>How does the weather affect our lives? Main line of enquiry- Why isn't the weather the same all over the world? Debate: Would you rather live in the UK or another country?</p> <p><u>Locational knowledge</u></p> <ul style="list-style-type: none"> • To know where Africa, Sahara, Antarctica are on the map • To know that Sahara is the largest desert in the world <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • To know that weather conditions change during the four seasons of the year and offer reasons for changes which occur • To know the conditions in Africa and polar regions • To know the effect that hot and cold regions have on the habitats <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> • To know that a rain gauge measures how much rain has fallen – links with science. • Observe, measure and record the elements of daily weather by using a variety of simple instruments and devices 	<p>Why do we love being beside the seaside so much? Main line of enquiry- What is special about the South coast of UK? Focus on our place in the world and building understanding of 'our local region'. Debate: Would you rather live by the sea or away from the coast?</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • To name and locate Northern Ireland, Scotland, Wales and England. • To name and locate the following places: Bournemouth, Poole, Weymouth, Swanage • To name and locate The Irish Sea, The North Sea, The English Channel and the Celtic Sea. • To know that an island is a piece of land surrounded by water. <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • To understand what a human feature is – i.e. house • To understand what a physical feature is i.e. – river • To know a town is smaller than a city, but larger than a village. • To know that a country is a place that has its own people that run it. • Use basic geographical vocabulary to refer to key physical and human features.



	<ul style="list-style-type: none"> To use world maps to identify polar and desert regions To use a globe to identify the regions To shade in a map using colours to indicate temperature. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use simple observational skills to study key human and physical features of environments. 		<p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> To use world maps to identify the United Kingdom and its countries. Use simple compass directions and locational and directional language to describe the location of features and routes on a map. To create a map of the beach To use simple directional and locational language to describe location and routes – near, far, left and right, up and down.
Key Vocabulary	Continent; Ocean; Antarctica; Southern Ocean; Mountain; Valley; Snow; Ice; Blizzard; Desert; Landscape; Environment; Wind; Rain; Ice Sheet; Pebbles; Shore; Hill; Cliff; Habitat; Adapted; Africa; Iceberg; Sand dune; Arctic; Carnivore; Temperature; Summer;	Weather; Rainfall; Temperature; Sunshine; Wind; Fog; Snow; Tornado; Drought; Cloud; Thermometer; Anemometer; Rain gauge; Weather vane; Compass; Season; Winter; Spring; Summer; Autumn; Thunderstorm; Ice;	Seaside; Countryside; Town; City; Urban; Rural; Flats; Sand; Beach; Pebbles; Mountain; Rocks; Field; High Street; Sea; Shops; Road; Street; Heath; Trees; Wood; Crops; Farming; Cliff; Houses; Hill; Traffic; Habitat; Environment;
Sticky Knowledge	<ul style="list-style-type: none"> The seven continents are; Europe, Asia, Africa, Australia, North America, South America, Antarctica. The five Oceans are; Atlantic, Pacific, Indian, Southern and Artic. 	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> Robert Scott wanted to be the first human to reach the South Pole. He failed. Sahara is biggest desert in the world. 	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> Geography when we learn about the Earth we live on. The UK is surrounded by The Irish Sea, The North Sea, The English Chanel, The Celtic Sea and The Atlantic Ocean. We need to look after the beach and coastline

<h1>Year 2</h1>	<p>Retrieval</p> <ul style="list-style-type: none"> Focus on finding UK and India on world maps. Which continents are they in? From Year 1 work. 	<p>Retrieval</p> <ul style="list-style-type: none"> Able to name main capital cities and know that they are cities – Year 1 Year 1 trip to Speke Hall – recap of language from trip. 	<p>Retrieval</p> <ul style="list-style-type: none"> Compass points – language North, South, East and West and face those directions in school.
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	<ul style="list-style-type: none"> • Different climates in UK and India – what are the differences? 	<ul style="list-style-type: none"> • Name the town that they live in. 	<p>Recap on basic biome knowledge from Year 2 continents work.</p>
<p>Knowledge and Skills</p>	<p><u>Why does it matter where our food comes from? Main line of enquiry- Where do dairy products come from?</u> Debate: Can we have too much sugar? <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • To know that our food comes from all around the world • To identify Costa Rica on the map • To identify Devon and Dorset on a UK map • To understand that there are hot and cold places in the world and this depends on their location. • To know that different continents have different climates depending on where they are in the world. Begin to discuss The Equator and its relation to climate. <p><u>Human and Physical Knowledge</u></p> <ul style="list-style-type: none"> • To know that all the food we eat comes from either plants or animals • To know that a farm is an area of land and buildings where those plants and animals are produced • To know about the main features of a dairy farm <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> • To use atlases and globes to locate and identify continents, oceans and areas studied at this key stage. 	<p><u>What is the geography of where I live?</u> Main line of enquiry- What is the difference between a village, town and city? Focus on comparing villages, towns and cities Debate: Would you rather live in a city or a village? <u>Place Knowledge</u></p> <ul style="list-style-type: none"> • To explain and compare the seasonal and daily weather patterns in the UK in relation to the equator and the North and South Pole. • To locate Blandford on a map of the United Kingdom. • To name human and physical features of a city Southampton • To name human and physical features of a village Spetisbury • To compare the human and physical features of city and village – Human features; houses, roads, streets, Blandford Shopping , Physical features; rivers, trees, ground. <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> • To use aerial photographs of the school to recognise landmarks and basic human and physical features. • To devise a simple map and construct a simple key of the school and its surrounding areas. • To walk to the park, shops and church and use observational skills to study the human 	<p><u>How does Kampong Ayer compare with where I live? Main line of enquiry- How does life compare in Borneo to Spetisbury?</u> Focus on similarities and differences in life, culture, human and physical Geography between the two locations. Debate: Life is better in Borneo. <u>Knowledge</u></p> <ul style="list-style-type: none"> • To compare the South West to Borneo • To describe and understand human geography including land use. • To identify the position of the equator, Northern and Southern hemisphere. • To describe and understand key aspects of climate zones. • To understand that a climate zone is similar weather patterns in a certain area. • To understand that a biome is a community of plants and animals that have common characteristics for the environment they live in. E.g. Forest, tundra, savannah, rainforest. <p><u>Skills</u></p> <ul style="list-style-type: none"> • Study a range of maps of the local area and describe features. • To construct an accurate map of the Spetisbury using Digimaps and Google Maps to support this. • To use the eight compass points to describe locations across Europe.



	<ul style="list-style-type: none"> To use simple compass points (North, South, East and West), directional and locational language to describe location and routes. To be able to position themselves facing North, South, East and West in relation to our school. 	<p>and physical features of the surrounding areas.</p> <ul style="list-style-type: none"> To take a local walk and sketch landmarks/human and physical features – links with art sketching skills. 	<ul style="list-style-type: none"> Make observations of the human and physical features of Spetisbury
Key Vocabulary	Farm; Dairy products; Supermarket; Shop; Pasture; Grass; Jersey; Channel Islands; Economic activity; Business; Raw material	Place; People; Environment; Landscape; Community; Natural; Physical geography; Human geography; Global; United Kingdom; Country; Nation; City; Capital; Continent; Ocean; Europe; Equator; Sea; Tree;	Key Vocabulary - features, vegetation belts, biomes, compare, counties, NorthEast, South – East, South-West, and North-West, land-use, volcano
Sticky Knowledge	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> Different continents have different types of weather (climate), depending on where they are in the world. You must have a passport to be allowed to travel to different continents/countries. Some food has to travel a very long way by aeroplane 	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> Spetisbury is a village; Blandford is a town; Southampton is a city. The equator is an imaginary line that runs around The Earth. The weather (climate) has hot and cold areas of the world in relation to the Equator. We have warm weather in the summer, and cold winters that can bring snow. We have an average rainfall of 133 days per year. Know the difference between a village, town and city. https://www.bbc.co.uk/teach/class-clips-video/geography-ks1--ks2-citiestowns-villages/zjn492p 	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> The South West is a region of the UK and that this is where we live. A county is an area within a country – We live in the county of Dorset Bournemouth, Christchurch and Poole are neighbouring areas on the south coast of England We are near to the Jurassic coast line <ul style="list-style-type: none"> There are eight points on a compass; North, North-East, East, South – East, South, South-West, West and North-West.



<p>Year 3</p>	<p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Understanding of compass points and directions. • Pompeii in Year 2 • Understand what maps shows and the different types of maps we can use and when we should use them. 	<p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Know about Disney and theme parks • Compass points – language North, South, East and West. • Know that we live in Europe and identify the UK on map. 	<p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Build on work from Year 2 Borneo vs Spetisbury • Understanding of human and physical features and be able to compare these from localities studied and compare with new localities.
<p>Knowledge and Skills</p>	<p><u>Why do some earthquakes cause more damage than others?</u></p> <p>Main line of enquiry- What effect do natural disasters leave on places they strike?</p> <p>Focus on how natural disasters hit areas and leave a lasting impact.</p> <p>How do regularly hit places prepare for these disasters?</p> <p>Debate: People should not live in places that natural disasters happen.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To understand key topographical features of mountains within the UK. • To know that mountains are formed by the collision of Tectonic plates. • To know the seven Tectonic plates – African, Antarctic, Eurasian, Indo-Australian, North American, Pacific and South American. • To understand how earthquakes and other natural disasters happen – i.e tsunami, volcanic eruption (refer back to Y2 study of Pompeii,) • To know how to use physical, topographical and political maps and their associated keys. • Know how particular localities have been affected by human activities 	<p><u>Beyond the Magic Kingdom:what is the sunshine state really like? Main line of enquiry Why is the magic kingdom so successful and what else is there in the Sunshine State?</u></p> <p>Debate: Would you rather have Sea turtles or the magic kingdom?</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • 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. • 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). • The constituent states of the United States of America <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> • Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 	<p><u>Why do so many people live in megacities? Main line of enquiry- What are the main similarities and differences between locations?</u></p> <p>Debate: Where would you rather live?</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Know how particular localities have been affected by human activities • Know how the nature of particular localities affect the lives of people • Understand how places fit into a wider geographical context <p><u>Skills</u></p> <ul style="list-style-type: none"> • Be able to describe the main geographical features of the area immediately surrounding the school and compare them with megacities • Be able to make simple maps and plans of familiar locations • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities • Be able to use secondary sources to obtain geographical information • Be able to express views on the features of an environment and the way it is being harmed or improved



	<ul style="list-style-type: none"> • Know how particular localities have been affected by natural features and processes • Understand how places fit into a wider geographical context • Understand that the quality of the environment can be sustained and improved <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> • Be able to make simple maps and plans of familiar locations • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities • Be able to use secondary sources to obtain geographical information • Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features 	<ul style="list-style-type: none"> • recognise and describe key geographical features of one state other than Florida <p><u>Skills</u></p> <ul style="list-style-type: none"> • Understand and explain the key features of the Floridian peninsula, comparing the physical features with other peninsulas at different locations around the world. • investigate and evaluate a range of evidence to reach a conclusion about why sea turtles are endangered in Florida. • Compare with endangered species in the UK, for example, puffins or water voles. 	<p>Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p>
<p>Key Vocabulary –</p>	<p>Earthquake; Volcano; Continent; Ocean; Latitude; Longitude; Northern Hemisphere; Southern Hemisphere; Political map; Evacuation; Infrastructure; Transport; Business; River; Flood; Search and rescue</p>	<p>Theme park; Tourist; Florida; United States of America; North America; Atlantic Ocean; Gulf of Mexico; State; Leisure; Recreation; Plan; Location; Scale; Distance; Political map; Island; Ice sheet; Population</p>	<p>Map; City; Megacity; Village; Town; Settlement; Urban; Rural; Distribution; Capital; Population; Population density; Human geography; Physical geography; High-rise; Continent; Key; Scale; Isodemographic; Islam; Civilisation; River; Trade; Bridge; District; Canal;</p>
<p>Sticky Knowledge</p>	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> • Recognise different disasters and how they occur naturally • Name what they are and how they are caused • Identify famous volcanic regions across the world • Tectonic plates collide to form mountains and when they move we can have earthquakes. 	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> • Identify different features and landmarks on a map and what they mean • Identify what our local area looks like and what landmarks are close to us • Know that there are species that need conserving through more considerate development • Hurricanes can form and create significant damage • 	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> • Identify what makes our school a community • Baghdad was first city in the world with 1 million population • The names of the 10 largest cities in the world and location of the city and its country on a map. Identify the continent. Know that different countries exist in different time zones and explain why



- Know that strength of earthquakes is measured by a seismograph and the Richter scale
- Some countries (i.e. Japan) suffer from Earthquakes more than others because of their position near to tectonic plate boundaries
- A topographical map uses lines to help you see where land is not flat (higher or lower than sea level)
- A four figure grid reference contains 4 numbers to help us locate places on a map. The first 2 are called the Eastings (left to right) and the second 2 numbers are called the Northing (bottom to top).



<p>Year 4</p>	<p><u>Retrieval</u></p> <ul style="list-style-type: none"> • The Water Cycle from Science in Year 3/4 refer back when discussing mountains. • Name Mount Vesuvius as a mountain previously studied. • Understanding of compass points and directions. • Understand what maps shows and the different types of maps we can use and when we should use them. 	<p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Use knowledge built across The Key Stage to compare regions to The Amazon Rainforest. 	<p><u>Retrieval</u></p> <ul style="list-style-type: none"> • Build in knowledge from previous small studies on local area. • Use children's own knowledge of their locality and what may have changed in their lifetime.
<p>Knowledge and Skills</p>	<p><u>Natural Disasters</u> Main line of enquiry- What effect do natural disasters leave on places they strike? Focus on how natural disasters hit areas and leave a lasting impact. How do regularly hit places prepare for these disasters? Debate: People should not live in places that natural disasters happen.</p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> • To understand key topographical features of mountains within the UK. • To know that mountains are formed by the collision of Tectonic plates. • To know the seven Tectonic plates – African, Antarctic, Eurasian, Indo-Australian, North American, Pacific and South American. • To understand how earthquakes and other natural disasters happen – i.e tsunami, volcanic eruption (refer back to 3/4 study of Pompeii, tornado etc) 	<p><u>Why are jungles so wet and deserts so dry?</u> Main line of enquiry- How is our world made up? Focus on how the world is made up and how all the pieces link together to create our world. Debate: Which continent is the best?</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • Know that the study of geography is concerned with places and environments in the world around them • Know about the main physical and human features and environmental issues in particular localities • Know about similarities and differences between particular localities • Know about the weather and climatic conditions in countries with rainforests and how they affect the environment and the lives of people living there • Understand how localities are affected by natural features and processes • To compare the previous areas studied with The Amazon Rainforest and articulate 	<p><u>Blandford: A comparison</u> Main line of enquiry- How has Blandford changed over the years? Focus on changes that will affect the children and how they live their lives and changes that they may not notice. Debate: What would you change about your local area?</p> <p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> • To identify the older and newer areas of Blandford and look at how Blandford has changed over time – Use digimaps feature and look at how the map has changed over time. The older areas of Blandford are Bruanston • Compare human and physical features and use data from Census gathering to be able to explain why these changes may have happened. https://www.ons.gov.uk/census - links to maths. • Know how the features of particular localities influence the nature of human activities within them



	<ul style="list-style-type: none"> To know how to use physical, topographical and political maps and their associated keys. Know how particular localities have been affected by human activities Know how particular localities have been affected by natural features and processes Understand how places fit into a wider geographical context Understand that the quality of the environment can be sustained and improved <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> Be able to make simple maps and plans of familiar locations Be able to use maps at a variety of scales to locate the position and geographical features of particular localities Be able to use secondary sources to obtain geographical information Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features 	<p>similarities and differences clearly using specific vocabulary.</p> <ul style="list-style-type: none"> Understand how and why people seek to manage and sustain their environment <p><u>Fieldwork Skills</u></p> <ul style="list-style-type: none"> To use eight points of a compass more accurately. Be able to enquire into geographical factors and their effects on people's lives such as climate, soil, vegetation and physical features. Be able to use a variety of sources to gather geographical information Be able to use instruments to make measurements – weather Be able to use appropriate techniques to gather information Be able to make plans and maps in a variety of scales using symbols and keys Be able to use and interpret globes and maps in a variety of scales Be able to explain how physical and human processes lead to similarities and differences between places Be able to communicate their knowledge and understanding of geography in a variety of ways 	<ul style="list-style-type: none"> Know about the major geographical features of the England and our area Know about the weather and climatic conditions in our area and how they affect the environment and the lives of people living here <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> Be able to use a variety of sources to gather geographical information Be able to collect and record evidence to answer geographical questions Be able to identify geographical patterns and to use their knowledge and understanding to explain them Be able to use appropriate geographical vocabulary to describe and interpret their surroundings Be able to use appropriate techniques to gather information Be able to make plans and maps in a variety of scales using symbols and keys Be able to use maps in a variety of scales to locate the position and geographical features of England and Blandford and any other countries and towns in which they and their peers have lived
Key Vocabulary	topographical, characteristics, mountain ranges volcanic activity, Snowdon, Ben Nevis, Scafell Pike, anemometer. crater, cone, ash cloud, lava, vent, magma	tectonic plates, countries within South America, environmental regions, import, export trade links tropics of Cancer and Capricorn, latitude, longitude, Prime Greenwich Meridian	coasts, time zones, keys, grid references, , survey, census



Sticky Knowledge	Sticky Knowledge <ul style="list-style-type: none">• Recognise different disasters and how they occur naturally• Name what they are and how they are caused• Identify famous volcanic regions across the world• Tectonic plates collide to form mountains and when they move we can have earthquakes.• Know that strength of earthquakes is measured by a seismograph and the Richter scale• Some countries (i.e. Japan) suffer from Earthquakes more than others because of their position near to tectonic plate boundaries• A topographical map uses lines to help you see where land is not flat (higher or lower than sea level)• A four figure grid reference contains 4 numbers to help us locate places on a map. The first 2 are called the Eastings (left to right) and the second 2 numbers are called the Northing (bottom to top).	Sticky Knowledge <ul style="list-style-type: none">• Know that different countries have different climates based on their positions on the globe• Recognise what physical features will be present in different countries based on their climate• Understand how weather in different countries can be predicted based on their climate• Identify physical features and natural vegetation in each chosen area• Know that climate can affect availability of food and water <p>Identify features of the water cycle and explain what occurs at each step, as well as the different types of cloud form</p>	Sticky Knowledge <ul style="list-style-type: none">• Identify where we are on a globe• Recognise that we are a significant distance from some countries and know what modes of transport would be needed to travel to different countries. Identify countries we may pass on the way!• Appreciate the difference between a map of our local area and a map of a different area in another country• Know that different maps show different things• Recognise how different places are connected by tourists• Be able to describe in detail characteristic of our local area and England (orally/ written/ through maps) <p>Discuss similarities and differences between Blandford and another area in the country</p>
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<p>Year 5</p>	<p>Retrieval</p> <ul style="list-style-type: none"> The Water Cycle from Science in Year 3/4 	<p>Retrieval</p> <ul style="list-style-type: none"> Build in knowledge from previous small studies on local area. Use children's own knowledge of their locality and what may have changed in their lifetime. 	<p>Retrieval</p> <ul style="list-style-type: none"> The Water Cycle from Science in Year 3/4 refer back when discussing mountains. Name Mount Vesuvius as a mountain previously studied. Understanding of compass points and directions. Understand what maps shows and the different types of maps we can use and when we should use them.
<p>Knowledge and Skills</p>	<p><u>What is a river?</u> Main line of enquiry- Why are rivers such important places for wildlife? Focus on how man's relationship with rivers have changed and what could happen if rivers flood or dry up in the future. Debate: Do we use the river enough? Could we do more to preserve it? <u>Locational knowledge :</u></p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of: · Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. · 	<p><u>Why are mountains so important?</u> Main line of enquiry- Mountains cover 1/5th of world's land surface. How do people interact with this biome? Focus on the interrelationships with humans as key concept. Debate: Is climbing Everest a significant achievement for European explorers? <u>Locational Knowledge</u></p> <ul style="list-style-type: none"> To understand key topographical features of mountains within the UK. To know that mountains are formed by the collision of Tectonic plates. To know the seven Tectonic plates – African, Antarctic, Eurasian, Indo-Australian, North American, Pacific and South American. To understand how earthquakes and other natural disasters happen – i.e tsunami, volcanic eruption (refer back to 3/4 study of Pompeii, tornado etc) To know how to use physical, topographical and political maps and their associated keys. Know how particular localities have been affected by human activities Know how particular localities have been affected by natural features and processes 	<p><u>How do volcanoes affect the lives of people living On Hiemaey?</u> Main line of enquiry- What effect do natural disasters leave on places they strike? Focus on how natural disasters hit areas and leave a lasting impact. How do regularly hit places prepare for these disasters? Debate: People should not live in places that natural disasters happen. <u>Knowledge</u></p> <ul style="list-style-type: none"> To understand key topographical features of mountains within the UK. To know that mountains are formed by the collision of Tectonic plates. To know the seven Tectonic plates – African, Antarctic, Eurasian, Indo-Australian, North American, Pacific and South American. To understand how earthquakes and other natural disasters happen – i.e tsunami, volcanic eruption (refer back to 3/4 study of Pompeii, tornado etc) To know how to use physical, topographical and political maps and their associated keys. Know how particular localities have been affected by human activities Know how particular localities have been affected by natural features and processes Understand how places fit into a wider geographical context



	<p>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.</p> <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. • Use fieldwork skills to draw accurate representation of river on field trip 	<ul style="list-style-type: none"> • Understand how places fit into a wider geographical context • Understand that the quality of the environment can be sustained and improved <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> • Be able to make simple maps and plans of familiar locations • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities • Be able to use secondary sources to obtain geographical information <p>Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features</p>	<ul style="list-style-type: none"> • Understand that the quality of the environment can be sustained and improved <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> • Be able to make simple maps and plans of familiar locations • Be able to use maps at a variety of scales to locate the position and geographical features of particular localities • Be able to use secondary sources to obtain geographical information • Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
<p>Key Vocabulary</p>	<p>Key Vocabulary - River; Source; Mouth; Course; Channel; Meander; Stream, Waterfall; Bank; Flood plain; River island; Undercutting; Slip-off slope; Tidal, Marina, River cliff; Pebbles; Beach; Waves; Spit; Coast; Estuary; Erosion;</p>	<p>Key Vocabulary - Mountain; Rock; Summit Landscape; Volcano; Crust; Mantle; Magma; Lava; River; Ocean; Hot spot;; Sea level; Island; Planet; Tectonic plate; Scale; Mountain range;</p>	<p>Key Vocabulary - topographical, characteristics, mountain ranges volcanic activity, Snowdon, Ben Nevis, Scafell Pike, anemometer. crater, cone, ash cloud, lava, vent, magma</p>
<p>Sticky Knowledge</p>	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> • Use OS maps, aerial photographs and GIS to recognise, describe, compare and contrast and explain how physical features change along the course of a river; · • Use a range of fieldwork techniques to measure, record and present and explain changes along a section of a local river and to reach a conclusion as to whether it constitutes a healthy habitat for living things; • Identify and describe the features of river estuaries and explain why they are such important ecosystems 	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> • Recognise, identify and explain what geographers define as mountains and understand how this can lead to disagreements; • Identify, locate and describe the location of the largest ranges of mountains in the world and the countries that they cover; · • Explain how the movement of plates of the Earth's crust can form ranges of fold mountains; • Reflect upon, evaluate evidence and reach a conclusion and judgement regarding the success or failure of expedition of Mallory and Irvine to climb Mount Everest in 1924; 	<p>Sticky Knowledge</p> <ul style="list-style-type: none"> • Recognise different disasters and how they occur naturally • Name what they are and how they are caused • Identify famous volcanic regions across the world • Tectonic plates collide to form mountains and when they move we can have earthquakes. • Know that strength of earthquakes is measured by a seismograph and the Richter scale • Some countries (i.e. Japan) suffer from Earthquakes more than others because of their position near to tectonic plate boundaries • A topographical map uses lines to help you see where land is not flat (higher or lower than sea level) • A four figure grid reference contains 4 numbers to help us locate places on a map. The first 2 are called the Eastings (left to right) and the second 2 numbers are called the Northing (bottom to top).



<h1>Year 6</h1>		<p>Retrieval</p> <ul style="list-style-type: none"> • Build in knowledge from previous small studies on local area. • Use children's own knowledge of their locality and what may have changed in their lifetime. 	
<p>Knowledge and Skills</p>	<p><u>Why is fair trade fair?</u> Main line of enquiry- What does Britain trade with the rest of the world? Trade exemplifies for young geographers, in an accessible way, the interconnectedness and interdependence of the world in which they live – 45 per cent of everything that young people in the United Kingdom eat and 90 per cent of everything they wear comes from abroad. Debate: Can we produce more in the United Kingdom? <u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern 	<p><u>Who are Britain's National Parks for?</u> Main line of enquiry- What makes National Parks so important? As well as covering over 7 per cent of the land area and including some of the United Kingdom's most scenic and wild places, they are also a tangible manifestation of the cultural importance that British society attaches to the outdoors, countryside and open spaces. Debate: Should we use National Parks for another purpose such as housing? <u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the 	<p><u>How is climate change affecting the world?</u> Main line of enquiry- How is climate change having such an impact on the world? Pupils gain an insight into how changing patterns of weather at different locations around the world are impacting on the lives of real people with whom they can relate. Debate: Should countries like the UK give money to those countries most affected by climate change? <u>Locational knowledge</u></p> <ul style="list-style-type: none"> • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. • Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the



	<p>Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world 	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><u>Human and physical geography</u></p> <ul style="list-style-type: none"> Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. <p><u>Fieldwork skills</u></p> <ul style="list-style-type: none"> Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <ul style="list-style-type: none"> 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.
<p>Key Vocabulary</p>	<p>Merchant; Transport; Landscape; Environment; Commodities; Manufacture; Political map; Countries; Basin; Desert; Depression; Smallholder; Shipping; Wholesaler; confluence</p>	<p>National Park; Location; Distribution; Country; City; Landscape; Protection; Conservation; Fertiliser; Environment; Urban; Rural; Countryside;</p>	<p>Drought; Crop; Trade winds; Desertification; Erosion; Life expectancy; Tourists; Desert; Aid; Village; Well; Subsistence; Pattern; Settlement; Site; Situation; Conurbation; Megalopolis; Residents; Transport; Commuter; Infrastructure;</p>



**Sticky
Knowledge**

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| <ul style="list-style-type: none">• Know why the terms of international trade are not always fair for some producers of goods in other countries around the world• Know the benefits to be gained from certification• Explain why and how countries trade with each other,• identify and describe the commodities that are most frequently traded• evaluate some benefits and disadvantages of trading | <ul style="list-style-type: none">• explain how National Parks actively encourage visitors to enjoy and learn about what makes them special;• Identify the key physical and human geographical features of Southwest England• Recognise, describe and explain the features of a hill or upland farm• Understand who looks after National Parks in the UK• Be able to describe in detail characteristic of our local area and England (orally/ written/ through maps) | <ul style="list-style-type: none">• Know that communities in The Gambia are being affected by changes in weather patterns• Know why some coastal communities are having to make flood resilience plans in order to cope better with changes that are occurring in weather patterns and to sea levels• Know they can make a contribution to reducing greenhouse gas emissions; |
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Progression In Geography Skills

	EYFS	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and place knowledge	Name and locate different parts of the local community.	Name and locate some places in their locality, the UK and wider world.	Name and locate significant places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world.	Name and locate a wider range of places in their locality, the UK and wider world including some globally significant features	Name and locate an increasing range of places in the world including globally and topically significant features and events.	Name and locate an extensive range of places in the world including globally and topically significant features.
Human and Physical Geography	Use the local area for exploring both the built and the natural environment. Express their opinions on natural and built environments.	Describe some places and features using basic geographical vocabulary. Express their views on some features of their environment e.g. what they do or do not like.	Describe places and features using simple geographical vocabulary. Make observations about features that give places their character.	Use geographical language to describe some aspects of human and physical features and patterns. Make observations about places and features that change over time.	Use geographical language to identify and explain some aspects of human and physical features and patterns Describe how features and places change and the links between people and environments.	Use geographical language to identify and explain key aspects of human and physical features and patterns as well as links and interactions between people, places, and environments. Demonstrate understanding of how and why some features or places are similar or different and how and why they change.	Recognise patterns in human and physical features and understand some of the conditions, processes or changes which influence these patterns. Explain some links and interactions between people, places, and environments.
Geographical Skills: Enquiry and Investigation	Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world. Show care and concern for living things and the environment	Ask and answer simple geographical questions. Describe some similarities and differences when studying places and features e.g. hot and cold places of the world	Ask and answer simple geographical questions when investigating different places and environments. Describe similarities, differences, and patterns. Comparing their lives with those of other children	Ask and answer more searching geographical questions when investigating different places and environments. Identify similarities, differences and patterns when comparing places and features.	Ask and respond to more searching geographical questions including 'how?' and 'why?' Identify and describe similarities, differences and patterns when investigating different places, environments, and people.	Ask and respond to questions that are more causal e.g. Why is that happening in that place? Could it happen here? Recognise geographical issues affecting people in different places and environments.	Ask and respond to questions that are more causal e.g. What happened in the past to cause that? How is it likely to change in the future? Make predictions and test simple hypotheses about people, places, and geographical issues
Geography Skills and Fieldwork	Find out about the environment by talking to people, examining photographs, simple maps and visiting local places,	Observe and describe daily weather patterns. Use simple fieldwork and observational skills when studying the geography of their school and its grounds.	Identify seasonal and daily weather patterns. Develop simple fieldwork and observational skills when studying the geography of their school and local environment.	Observe, record, and name geographical features in their local environments.	Observe, record, and explain physical and human features of the environment	Observe, measure, and record human and physical features using a range of methods e.g. sketch maps, plans, graphs, and digital technologies.	Use a range of numerical and quantitative skills to analyse, interpret and present data collected from fieldwork observations, measurements, and recordings



Geographical Skills: Interpret a Range of Sources of Geographical Information	Use a range of sources such as simple maps, photographs, magnifiers, and visiting local places.	Use a range of sources such as simple maps, globes, atlases, and images. Know that symbols mean something on maps.	Use a range of sources such as maps, globes, atlases, and aerial photos to identify features and places as well as to follow routes. Use simple compass directions as well as locational and directional language when describing features and routes.	Use a range of sources including digital maps, atlases, globes and satellite images to research and present geographical information. Use the eight compass points and recognise some Ordnance Survey symbols on maps.	Use a range of sources including digital and Ordnance Survey maps, atlases, globes, and satellite images to research geographical information. Recognise Ordnance Survey symbols on maps and locate features using four-figure grid references.	Use a range of maps and other sources of geographical information and select the most appropriate for a task. Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each	Interpret a wider range of geographical information and maps including scale, projections, thematic, and digital maps. Recognise an increasing range of Ordnance Survey symbols on maps and locate features using six-figure grid reference
Geographical Skills: Communicate Geographical Information	Arouse awareness of features of the environments in the setting and immediate local area. E.g. make visits to shops and parks.	Use maps and other images to talk about everyday life e.g. where they live, journeys to school etc. Draw, speak or write about simple geographical concepts such as what they can see where	Express views about the environment and can recognise how people sometimes affect the environment. Create their own simple maps and symbols	Express their opinions on environmental issues and recognise how people can affect the environment both positively and negatively. Communicate geographical information through a range of methods including the use of ICT.	Express their opinions on environmental issues and recognise that other people may think differently. Communicate geographical information through a range of methods including digital maps, plans, graphs, and presentations.	Express and explain their opinions on geographical and environmental issues and recognise why other people may think differently. Choose from a range of methods e.g. digital maps, plans, graphs, and presentations when communicating geographical information.	Develop their views and attitudes to critically evaluate responses to local geographical issues or global issues and events. Communicate geographical information using a wide range of methods including writing at increasing length.
Mapping							
Direction/Location	Follow simple directions	Follow directions (Up, down, left/right, forwards/backwards)	Follow directions (as year 1 and including 'NSEW') Use 4 compass points to follow/give directions:	Use letter/no. coordinates to locate features on a map.	Use 4 compass points well: Begin to use 8 compass points; Use letter/no. coordinates to locate features on a map confidently.	Use 8 compass points; Begin to use 4 figure coordinates to locate features on a map.	Use 8 compass points confidently and accurately; Use 4 figure co-ordinates confidently to locate features on a map. Begin to use 6 figure grid refs; use latitude and longitude on atlas maps.
Drawing maps	Draw and create their own maps using real objects, and/or pictures, and symbols.	Draw picture maps of imaginary places and from stories.	Draw a map of a real or imaginary place. (e.g. add detail to a sketch map from aerial photograph)	Try to make a map of a short route experienced, with features in correct order; Try to make a simple scale drawing.	Make a map of a short route experienced, with features in correct order; Make a simple scale drawing.	Begin to draw a variety of thematic maps based on their own data.	Draw a variety of thematic maps based on their own data. Begin to draw plans of increasing complexity.
Representation	Look at signs and symbols on different types of maps for example in school, and the local community	Use own symbols on imaginary map.	Begin to understand the need for a key. Use class agreed symbols to make a simple key.	Know why a key is needed. Use standard symbols.	Know why a key is needed. Begin to recognise symbols on an OS map	Draw a sketch map using symbols and a key; Use/recognise OS map symbols.	Use/recognise OS map symbols; Use atlas symbols.



Using maps	Use a simple map with symbols to spot features in the school grounds or in the local community	Use a simple picture map to move around the school; Recognise that it is about a place	Follow a route on a map. Use a plan view. Use an infant atlas to locate places.	Locate places on larger scale maps e.g. map of Europe. Follow a route on a map with some accuracy. (e.g. whilst orienteering)	Locate places on large scale maps, (e.g. Find UK or India on globe) Follow a route on a large-scale map.	Compare maps with aerial photographs. Select a map for a specific purpose. (E.g. Pick atlas to find Taiwan, OS map to find local village.) Begin to use atlases to find out about other features of places. (e.g. find wettest part of the world)	Follow a short route on an OS map. Describe features shown on OS map. Locate places on a world map. Use atlases to find out about other features of places. (e.g. mountain regions, weather patterns)
Style of maps	Real maps, electronic globes and maps, maps of the classroom, local town, park, zoo, school, story maps. etc	Picture maps and globes	Find land/sea on globe. Use teacher drawn base maps. Use large scale OS maps. Use an infant atlas	Use large scale OS maps. Begin to use map sites on internet. Begin to use junior atlases. Begin to identify features on aerial/oblique photographs.	Use large and medium scale OS maps. Use junior atlases. Use map sites on internet. Identify features on aerial/oblique photographs.	Use index and contents page within atlases. Use medium scale land ranger OS maps.	Use OS maps. Confidently use an atlas. Recognise world map as a flattened globe.