



Woodside Primary Academy Progression Map



Subject: Geography

Intent: The Geography Education at Woodside provides children with a range of opportunities to gain local, national and global geographical knowledge including how local and national places are linked. We advocate a passion for and commitment to the subject, seeing geographic knowledge and understanding as basic knowledge for all to acquire. We facilitate and encourage children to be inquisitive and curious about the world we live in and the people who live there. The bespoke geography curriculum provides children with an extensive repertoire of knowledge and vocabulary and a knowledge of where places are and what they are like. Children are supported to think independently, originally and creatively to reach clear conclusions and develop a reasoned argument to explain findings and ideas. Like in all foundation subjects, significant levels of originality, imagination or creativity, are shown in their responses to their learning in Geography.

LOCATIONAL KNOWLEDGE

Locational Knowledge	EY FS Autumn	Key Stage 1		Key Stage 2	
	Nursery 2-3 Nursery 3-4 Year R Taught across the term	Year 1	Year 2	Lower Key Stage 2 (Year 3 and 4)	Upper Key Stage 2 (Year 5 and 6)
Knowledge	<u>Nursery 2-3</u> To know where things are located within the nursery. <u>Nursery 3-4</u> To know the names of different types of houses. <u>Year R</u> To be able to say where their family is from.	To know the name of the two continents (Europe and Asia). 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. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean)	To be able to name the seven continents of the world. To be able to name the five oceans of the world. To know that a sea is a body of water that is smaller than an ocean. * 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	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). * 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 Southeast 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.

		<p>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.</p>	<p>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.</p>	<p>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. *</p> <p>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</p>	
Skills	<p><u>Nursery 2-3</u></p> <p>Names and locate objects and well-known places to them in the nursery. Start to recognise where they live and familiar places to them.</p> <p><u>Nursery 3-4</u></p> <p>Locating - Describing where they live. "I live in a house".</p> <p><u>Year R</u></p>	<p>Locating two of the world's seven continents on a world map.</p> <p>Locating two of the world's oceans (Atlantic Ocean and Pacific Ocean) on a world map.</p> <p>Showing on a map which continent they live in.</p> <p>Locating the four countries of the United Kingdom (UK) on a map of this area. Showing on a map which country they live in</p>	<p>Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map.</p> <p>Showing on a map the oceans nearest the continent they live in.</p> <p>Locating the surrounding seas and oceans of the UK on a map of this area.</p> <p>Locating the capital cities of the four countries of the UK on a map of this area.</p> <p>Identifying characteristics (both human and physical) of</p>	<p>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.</p> <p>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,</p>	<p>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.</p> <p>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. Identifying the location of the Prime/Greenwich</p>

	<p>Locality – Where are my family from (global context)</p>	<p>and locating its capital city.</p>	<p>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.</p>	<p>giving examples of both physical and human features.</p> <p>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.</p>	<p>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.</p>
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	PLACE KNOWLEDGE				
	EYFS Spring	Key Stage 1		Key Stage 2	
	Nursery 2-3 Nursery 3-4 Year R Taught across the term	Year 1	Year 2		
Knowledge	<u>Nursery 2-3</u> To be able to name some garden creatures. <u>Nursery 3-4</u> To be able to describe a familiar route in order to access a toy of fascination. <u>Year R</u> To know the seasons and where the school is located. (Walthamstow)	To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours.	To know some similarities and differences between their local area and a contrasting non-European country.	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.
Skills	<u>Nursery 2-3</u> To be able to identify and name some garden creatures <u>Nursery 3-4</u> Positional language Following instructions <u>Year R</u> Observational skills, developing daily weather focus. Follows instructions which include positional and	Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country.	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain 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.	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.

	directional language and simple maps to find hidden items and locations.				
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	HUMAN AND PHYSICAL GEOGRAPHY				
	EYFS summer	Key Stage 1		Key Stage 2	
	Nursery 2-3 Nursery 3-4 Year R Taught across the term	Year 1	Year 2	Lower Key Stage 2 (Year 3 and Year 4)	Upper Key Stage 2 (Year 5 and Year 6)
Knowledge	<u>Nursery 2-3</u> To begin to gain an understanding of what we can grow (plants & Vegetables) <u>Nursery 3-4</u> To name and identify different types of weather. <u>Year R</u> To know similarities and differences between the natural world around them and contrasting environments	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 physical features means any feature of an area that is on the Earth naturally.	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	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 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	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. 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.

		<p>To know that human features mean any feature of an area that was made or built by humans.</p>	<p>features) change over time. To know some key physical features of the UK.</p> <p>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</p>	<p>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.</p>	
Skills	<p><u>Nursery 2-3</u></p> <p>Name things that plant need to grow and what some of the vegetables are called.</p> <p><u>Nursery 3-4</u></p> <p>Observational skills-begin to describe what they notice.</p> <p><u>Year R</u></p> <p>Uses some geographical vocabulary when talking about places, the world and the environment.</p> <p>They can identify key features and share their knowledge</p>	<p>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'.</p> <p>Recognising some physical features in their locality.</p> <p>Recognising some human features in their locality.</p>	<p>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.</p> <p>Describing the key physical features of a coast using subject specific vocabulary.</p> <p>Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary.</p>	<p>Mapping and labelling 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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>

GEOGRAPHICAL SKILLS

	GEOGRAPHICAL SKILLS			
	Key Stage 1		Key Stage 2	
	Year 1	Year 2	Lower Key Stage 2 (Year 3 and Year 4)	Upper Key Stage 2 (Year 5 and Year 6)
Knowledge	<p>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.</p>	<p>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.</p>	<p>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 quantitative data involves numerical facts and figures and is often objective. * To know what a bar chart, pictogram and table are and when to use which one best to represent data.</p>	<p>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.</p>

<p>Skills</p>	<p>Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents (Europe and Asia) Using an atlas to locate the Atlantic Ocean and Pacific Ocean.</p> <p>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. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map.</p> <p>Recognising local landmarks on aerial photographs. Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand</p>	<p>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.</p> <p>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</p> <p>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</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p>
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	<p>maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school.</p>	<p>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.</p>		
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FIELDWORK		
	Year 1	Year 2
Question	Ask questions about the world around them. Recognising there are different ways to answer a question.	Ask questions about the world around them. Recognising there are different ways to answer a question.
Observe	Commenting on the features they see in their school and school grounds on a walk around the respective places. 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.	Commenting on the features they see in their school and school grounds on a walk around the respective places. 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	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.	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	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.	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	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.	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.

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FIELDWORK		
	Lower Key Stage 2 (Year 3 and 4)	Upper Key Stage 2 (Year 5 and 6)
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.	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.
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 / interview 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 labelling or captioning them. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Begin to use a simplified Likert Scale to record their judgements of environmental quality. Using a questionnaire/interview 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.

Progression of Vocabulary							
	EYFS	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	<u>Nursery 2-3</u> Nursery, house, car, bus <u>Nursery 3-4</u> Flat, house, garden, mum, dad, brother, sister <u>Year R</u> Country, near, far, plane, hot, cold (family names i.e., mum, dad)	aerial photograph aerial view atlas city country directional language distance features globe improve key land locate location map north place questionnaire sea survey symbol town village	arid climate compass continent country desert Equator globe grasslands human feature ice sheet land locate map mild ocean pack ice physical feature polar rain gauge rainforest rural savannah sea temperate temperature thermometer	active volcano climate change composite volcano crust dormant volcano earthquake epicentre extinct volcano fault line fault-block mountain fertile soil fold mountain geothermal energy igneous rock index inner core outer core magma magma chamber man-made rock mantle metamorphic rock natural rock negative effects plate boundary positive effects pyroclastic flow	air freight carbon footprint consume distribution export fertiliser food bank food miles grant import pesticides produce qualitative quantitative reliability responsible trade sample size scale bar seasonal food source sustainability trade trend	atlas climate climate change coniferous trees data deciduous trees enquiry fold mountain glacier hemisphere human feature land height latitude leisure longitude method mountain climate mountain range OS map physical feature population questionnaire sea level recreational land use risk route scale	biofuel coal consumption contour line crude oil dam emissions energy source hydropower natural gas non-renewable nuclear power Prime Meridian producer regenerate renewable replenish sea level solar power time zone urban planner wind power six-figure grid reference
Spring	<u>Nursery 2-3</u> Bug, spider, tree, grass, ant, fly <u>Nursery 3-4</u>	capital city climate compass continent country	aerial photograph capital city continent country data collection	analyse biome buttress roots canopy layer community	climate climate zone compass points direction drifting ice	air pollution birth rate cartogram climate climate change	agriculture airstrip arid barren biome

	<p>In-front, behind, inside, outside</p> <p><u>Year R</u></p> <p>Summer, Spring, Autumn, winter, map, behind, next to, close, far, in front, behind</p>	<p>direction</p> <p>locate</p> <p>location</p> <p>map</p> <p>rain gauge</p> <p>season</p> <p>temperature</p> <p>thermometer</p> <p>weather</p> <p>weathervane</p>	<p>fieldwork</p> <p>human feature</p> <p>key</p> <p>lake</p> <p>land</p> <p>landmark</p> <p>locate</p> <p>location</p> <p>map</p> <p>north</p> <p>physical feature</p> <p>ocean</p> <p>OS map</p> <p>river</p> <p>sample</p> <p>sea</p> <p>scale</p> <p>symbol</p> <p>tally chart</p> <p>vegetation</p>	<p>data</p> <p>deforestation</p> <p>drought</p> <p>emergent layer</p> <p>enquiry</p> <p>Equator</p> <p>forest floor</p> <p>global warming</p> <p>greenhouse gas</p> <p>indigenous peoples</p> <p>interpret</p> <p>lianas</p> <p>lines of latitude</p> <p>logging</p> <p>method</p> <p>mining</p> <p>present</p> <p>questionnaire</p> <p>quote</p> <p>risk</p> <p>route</p> <p>summarise</p>	<p>hemisphere</p> <p>ice sheet</p> <p>ice shelf</p> <p>iceberg</p> <p>lines of latitude</p> <p>lines of longitude</p> <p>treaty</p>	<p>conclusions</p> <p>death rate</p> <p>deforestation</p> <p>densely populated</p> <p>digital technologies</p> <p>fossil fuels</p> <p>greenhouse gases</p> <p>impact</p> <p>improvements</p> <p>involuntary</p> <p>Likert scale</p> <p>migrants</p> <p>migration</p> <p>natural increase</p> <p>noise pollution</p> <p>population</p> <p>population density</p> <p>distribution</p> <p>pull factors</p> <p>push factors</p> <p>qualitative</p> <p>quantitative</p>	<p>climate</p> <p>desert</p> <p>desertification</p> <p>drought</p> <p>flash flood</p> <p>mesa</p> <p>mining</p> <p>mushroom rock</p> <p>national park</p> <p>natural arch</p> <p>nature reserve</p> <p>rainfall</p> <p>ranching</p> <p>renewable energy</p> <p>salt flat</p> <p>sand dune</p> <p>sparse</p> <p>time zone</p> <p>tourist attraction</p> <p>vegetation</p> <p>weather</p>
Summer	<p><u>Nursery 2-3</u></p> <p>Grow, plant, vegetable, fruit, tree</p> <p><u>Nursery 3-4</u></p> <p>Sunny, rainy, cloudy, foggy, snowy</p> <p><u>Year R</u></p> <p>Dry, freezing, wet, city, beech, farm</p>	<p>continent</p> <p>country</p> <p>different</p> <p>directional language e.g.,</p> <p>near, far, next to, behind,</p> <p>etc.</p> <p>key</p> <p>human feature</p> <p>map</p> <p>physical feature</p> <p>similar</p> <p>symbol</p>	<p>arch</p> <p>aquarium</p> <p>bay</p> <p>capital city</p> <p>city</p> <p>cliff</p> <p>coast</p> <p>coastline</p> <p>country</p> <p>data collection</p> <p>fieldwork</p> <p>island</p> <p>harbour</p> <p>human feature</p> <p>location</p> <p>locate</p> <p>mudflat</p>	<p>agricultural land</p> <p>capital city</p> <p>commercial land</p> <p>compare</p> <p>country border</p> <p>county</p> <p>dispersed</p> <p>facilities</p> <p>land use</p> <p>legend</p> <p>linear</p> <p>local</p> <p>memorial</p> <p>metro</p> <p>monument</p> <p>nucleated</p> <p>place of worship</p>	<p>condensation</p> <p>delta</p> <p>estuary</p> <p>evaporation</p> <p>flooding</p> <p>floodplain</p> <p>groundwater</p> <p>irrigation</p> <p>leisure</p> <p>meander</p> <p>oxbow lake</p> <p>percolation</p> <p>precipitation</p> <p>river mouth</p> <p>source</p> <p>transpiration</p> <p>tributary</p>	<p>atmosphere</p> <p>biodegradable</p> <p>buffer</p> <p>coral bleaching</p> <p>coral reef</p> <p>decompose</p> <p>digital map</p> <p>disposable</p> <p>ecology</p> <p>ecosystem</p> <p>erosion</p> <p>geology</p> <p>habitat</p> <p>human footprint</p> <p>marine</p> <p>microplastics</p> <p>natural disaster</p>	<p>analyse</p> <p>audience</p> <p>city</p> <p>data</p> <p>data collection</p> <p>methods</p> <p>enquiry</p> <p>evidence</p> <p>impact</p> <p>improvement</p> <p>issue</p> <p>justify</p> <p>plot</p> <p>presenting</p> <p>process</p> <p>recommendation</p> <p>region</p>

			ocean physical feature pictogram pier sand dunes sea stack tally chart tourist town village	recreational land region residential land settlement transportation	valley water cycle waterfall	ocean current policy renewable energy single use plastic species water cycle	risk route subjective viewpoint
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Impact (End Points)						
EYFS	Key Stage 1		Key Stage 2			
Year R	Year 1 A year 1 geographer will be able to:	Year 2 A year 2 geograp her will be able to:	Year 3 A year 3 geograp her will be able to:	Year 4 A year 4 geograp her will be able to:	Year 5 A year 5 geograp her will be able to:	Year 6 A year 6 geograp her will be able to:
An EYFS geographer will 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. Children will understand some important processes and changes in the natural world around them, including the seasons. They will be able to	Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live. Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom. Recognise four features in the school grounds using a map. Explain how they feel	Name and locate the seven continents on a world map. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Describe some similarities and differences between the UK and Kenya. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place.	Name all four layers of the Earth in the correct order, stating one fact about each layer. Explain one or more ways a mountain can be formed. Give a correct example of a mountain range and its continent. Describe a tectonic plate and know that mountains occur along plate boundaries. Correctly label the features of shield and composite volcanoes and explain how they form.	Identify that different foods grow in different biomes and say why. Explain which food has the most significant negative impact on the environment. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful. Describe the journey of a cocoa bean. Locate countries on a blank world map using an atlas.	Locate the Alps on a world map and identify and label the eight countries they spread through. Locate three physical and three human characteristics in the Alps. Research and describe the physical and human features of Innsbruck. Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs. Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer	Describe the significance of energy. Give examples of sources of energy and their trading routes. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Describe the significance of the Prime Meridian. Identify human features on a digital map. Discuss how transport links have changed over time. Locate UK cities on a map. Use six-figure grid references to identify features on an OS map. Consider and justify the location of energy sources.

<p>describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Children will be able to 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.</p>	<p>about three areas of the playground and find out how others feel by looking at the results of a survey. Draw a design to improve three areas of the playground using the results from the survey.</p> <p>Name and locate the four countries on a map of the UK. Identify the country they live in. Identify the four seasons. Describe some seasonal changes. Identify the four compass directions. Use the compass directions to describe the location of features. Observe and describe daily weather patterns. Begin to locate the four capital cities of the UK. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season.</p> <p>Give examples of human and physical features. Identify features they see on a walk. Explain the location of features using some directional language. Use an aerial photograph to locate physical and human features. Draw simple pictures or symbols on a sketch map.</p>	<p>Recognise the features of hot and cold places. Locate some countries with hot or cold climates on a world map.</p> <p>Identify and locate characteristics of the UK on a map. Identify human and physical features. Locate human and physical features on a world map. Explain the difference between oceans and seas. Name and locate the five oceans on a world map. Use an aerial photograph to draw a simple sketch map. Collect data by sketching findings on a map and completing a tally chart. Present their findings in a bar chart.</p> <p>Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Define what the coast is. Locate coasts in the UK. Name some of the physical features of coasts. Explain the location of UK coasts using the four compass directions. Name features of coasts and label these on a photograph. Identify human features in a coastal town. Describe how people use</p>	<p>Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Observe, digitally record and map different rocks using a symbol on a map. Identify rock types and their origins based on collected data.</p> <p>Describe a biome and give an example. State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Name one way in which the Amazon is changing. Articulate why the Amazon rainforest is important.</p>	<p>Use a scale bar correctly to measure approximate distances. Collect data through an interview process. Analyse interview responses to answer an enquiry question. Discuss any trends in data collected.</p> <p>Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe Antarctica's location in the far south of the globe. State that tourism and research are the two main reasons people visit Antarctica. Describe equipment researchers might use and clothes they wear. List some of the research carried out in Antarctica. State the outcome of Shackleton's expedition. Successfully plot four-figure grid references at the point where the vertical and horizontal line meet. Describe a similarity and difference between life in the UK and life in Antarctica. Confidently use the zoom function on a digital map. Begin to recall the eight points of a compass, following at least four of them. Recognise and describe features on their school grounds from an aerial map.</p>	<p>the enquiry question, 'What is lifelike in the Alps?'</p> <p>Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Begin to describe what might influence the environments people live in. Define birth and death rates, suggesting what may influence them. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Calculate the length of a route to scale. Follow a selected route on an OS map. Use a variety of data collection methods, including using a Likert scale. Collect information from a member of the public. Create a digital map to plot and compare data collected from two locations. Suggest an idea to improve the environment.</p> <p>Describe the water cycle. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Identify the Great Barrier Reef as part of Australia. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy</p>	<p>Design and use interview questions. Plot points on a sketch map.</p> <p>Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Describe ways the Mojave Desert is used. Name and describe the physical features found in a desert. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert. Recognise that the Mojave Desert has a different time zone to the UK. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why.</p> <p>Give examples of issues in the local area. Identify questions to be asked to find the relevant data. Justify which data collection method is most suitable. Design an accurate data collection template. Identify areas along a route that are best for data collection. Discuss how to mediate potential risks. Collect data at points located on an OS map. Manage risks during a fieldwork trip. Identify any outcomes from data collected. Map data digitally. Describe the enquiry process.</p>
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	<p>Draw compass points. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map. Identify China's physical and human geography. Sort physical and human features using photographs. Identify physical and human features in images of Shanghai. Compare Shanghai to their locality. Identify similarities and differences between human and physical features.</p>	<p>the coast. Follow a prepared route on a map. Identify human features on the local coast. Record data using a tally chart. Represent data in a pictogram. Describe how the local coast has been used.</p>	<p>Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Use a variety of data collection methods with support. Summarise how the local woodland is used and suggest changes to improve the area. Locate some cities in the UK. Describe the difference between villages, towns and cities. Identify features on an OS map using the legend. Describe the different types of land use. Follow a route on an OS map. Discuss reasons for the location of human and physical features. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Describe the location of New Delhi. Identify some human and physical features in New Delhi. State some similarities and differences between land use and features in New Delhi and the local area.</p>	<p>Draw a map of the route they take on an expedition. State one thing that went well on the expedition and one aspect that did not go as hoped. Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers. Describe human and physical features around a river. Identify the location of a river on an OS map. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.</p>	<p>oceans. Explain which data collection method would be best for marine fieldwork and why. Collect data using a tally chart, photographs and a sketch map. Safely navigate the fieldwork environment. Make suggestions for how to improve a marine environment. Present data using a tally chart and pie chart.</p>	
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