Geography Curriculum Progression Overview



Children should:

develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Place knowledge understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles are use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop Geographical skills and fieldwork use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map Geography – key stages 1 and 2 3 use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Year R

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

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own

immediate environment and how environments might vary from one another.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Familiar Stories	Julia Donaldson Books	Superheroes (People Who Help	Eggs	Food	The Farm
Daily Calendar	Daily Calendar	Us <u>)</u>	Daily Calendar	Visit to Bakers	Visit to Longdown Farm.
All about me Bag	All about me Bag	Visit to the Fire Station	Circle time – talking/writing	Daily Calendar	Daily Calendar
	Circle time – talking about the	Daily Calendar	about the weekend/holidays -	Circle time – talking /writing	Circle time – talking
Enquiry: How I have	weekend/holidays – Where	Circle time – talking about the	Where did you go? What was it	about the weekend/holidays	/writing about the
changed since I was a	did you go? What was it like?	weekend/holidays - Where did you	like? What did you see?	- Where did you go? What	weekend/holidays - Where
baby?	What did you see?	go? What was it like? What did you		was it like? What did you	did you go? What was it
		see?		see?	like? What did you see?
Children find out about	Poppy Day		Pancake day		
similarities between	Guy Fawkes		Easter		
themselves and others	Diwali	Enquiry: How has firefighting	What changes would we need		
including: their homes,	Christmas	changed?	to make to the playground to	Enquiry: How has food and	Enquiry: What's this for?
and families		_	keep chickens?	cooking changed?	

	Children find out about similarities and differences between themselves and others: traditions e.g. Celebrations.	Children draw simple map of route to the fire station including simple Urban Features. Children notice similarities between different buildings they pass.	Children look at pictures of chickens in different environments and examples of different chicken homes. Children plan a chicken friendly playground by drawing, talking and junk modelling.	Children draw simple maps of route to Bakery noting key features. Children notice different features of a bakery compared to school.	Children draw simple maps of the farm including key features. Children notice difference in buildings and land use compared to school's immediate area.
Vocabulary: House, Flat Family Garden Simple features of urban environments e.g. Road, Signs, Bus Stop, Traffic Lights, Park etc.	Vocabulary: Celebration Christmas Diwali	Vocabulary: Map Route Church Shops – Bakery, Supermarket, Laundrette, Restaurant. Houses Flats	Vocabulary: Countryside Nature Hen Coop Grass Cage Safe Noise	Vocabulary: Bakery Oven Bread Customers Shelves Display	Vocabulary: Farm Fields Barn Shed Dairy
Year 1				T -	
Autumn 1 Robots	Autumn 2 Toys	Spring 1 Amazing Me	Spring 2 Let's Explore	Summer 1 The Great Fire of London	Summer 2 Forests
Robots Use simple compass directions and locational and directional language – e.g. near and far, left and right. Geography – imaginary maps and directional language. Make a compass and learn North, South, East and West.		Use aerial photos, construct simple maps Undertake simple fieldwork within school locality use basic geographical vocabulary to refer to key human and physical features Geography – maps and local area – our school, local area and Southampton. Use simple maps and aerial photographs. Find, discuss and compare physical and human features. Make	name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Locating countries and capitals of the United Kingdom and Southampton on larger maps. Naming the seas around the UK.		

imple maps and go on valks to explore features. Jse directional language and
N, S, E and W.

Investigate places

- Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?).
- Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environm ent.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

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- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

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- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied.
- Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Name and locate the world's continents and oceans.

	Name and locate the world's continents and oceans.			
Investigate Patterns	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school.	

Communicate Geographically	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Vocabulary:	Vocabulary:	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Vocabulary:	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Vocabulary:	Vocabulary:	Vocabulary:
	Near Far Left Right North, South, East, West	vocabulary.	Plan Map Local Physical Human Key Grid reference	City, town, village, coastal, rural, urban. Globe Aerial Image Plan View	Vocabulary.	vocabulary.
	Year 2		Route			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Turrets and Tiaras	Turrets and Tiaras	Wonderful Weather	Beautiful Beaulieu	Titanic	Amazing Africa
			identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles Know the names of and locate the seven continents of the world Know the names of and locate the five oceans of the world	 Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Use simple fieldwork and observational skills to study the geography of the village and the key human and physical 		• Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). Know the main differences between a place in England and that of a small place in

Know and recognise main weather symbols	features of its surrounding environment.	a non-European country
Use world maps, atlases and globes	 Use aerial images and plan perspectives to recognise landmarks and basic physical features. 	Use world maps, atlases and globes
	• Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1).	

		Ask and answer geographical	Ask and answer	Ask and answer
		questions (such as: What is this	geographical questions (such	geographical questions
		place like? What or who will I	as: What is this place like?	(such as: What is this
		see in this place? What do	What or who will I see in this	place like? What or who
		people do in this place?).	place? What do people do in	will I see in this place?
			this place?).	What do people do in this
		 Identify the key features of a 		place?).
		location in order to say whether	 Identify the key features of a 	
		it is a city, town, village, coastal	location in order to say	 Identify the key features
		or rural area.	whether it is a city, town,	of a location in order
			village, coastal or rural area.	to say whether it is a city,
		 Use world maps, atlases and 		town, village, coastal
		globes to identify the United	Use world maps, atlases	or rural area.
		Kingdom and its countries, as	and globes to identify the	
		well as the countries, continents	United Kingdom and its	Use world maps,
		and oceans studied.	countries, as well as the	atlases and globes to
			countries, continents and	identify the United
		Use simple fieldwork and	oceans studied.	Kingdom and its
		observational skills to study the	-	countries, as well as the
		geography of the school and the	Use simple fieldwork and	countries, continents and
		key human and physical	observational skills to study	oceans studied.
		features of its	the geography of the school	
		surrounding environment.	and the key human and	Use simple fieldwork
			physical features of its	and observational skills
		Use aerial images and plan	surrounding environment.	to study the geography of
		perspectives to recognise	cancanamy commonme	the school and the
		landmarks and basic physical	Use aerial images and plan	key human and physical
		features.	perspectives to recognise	features of its
			landmarks and basic physical	surrounding environment.
		Name, locate and identify	features.	
		characteristics of the four	. Gatar Go.	Use aerial images and
		countries and capital cities of	Name, locate and identify	plan perspectives
		the United Kingdom and its	characteristics of the four	to recognise landmarks
		surrounding seas.	countries and capital cities of	and basic physical
		carroananig dodo.	the United Kingdom and its	features.
		Name and locate the world's	surrounding seas.	10010100.
		continents and oceans.	Carrounding Sous.	Name, locate and
		Continents and Oceans.	Name and locate the world's	identify characteristics of
			continents and oceans.	the four countries and
S			Continents and Oceans.	capital cities of the
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<u> ac</u>				surrounding seas.
q				Surrounding seas.
Investigate places				Name and locate the
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sti				world's continents
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Investigate Patterns			Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school.	Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school.		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Identify land use around the school.
Communicate Geographically	Vocabulary: Key Stage Two	Vocabulary:	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Vocabulary: Season Weather – Storm, Wind, Hurricane, Typhoon, Blizzard Atlas Globe North Pole South Pole Equator Atlantic Ocean Indian Ocean Pacific Ocean Southern Ocean	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Vocabulary: city, town, village, factory, farm, house, office, port, harbour and shop	Vocabulary:	Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). Vocabulary: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation

Children should:

extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge 4 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 4 identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) Place knowledge & understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America Human and physical geography & 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 Geography – key stages 1 and 2.4 Geographical skills and fieldwork & 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 4 use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

Year 3

Autumn	Spring	Summer	
The Stone Age Identify key topographical features and land-use patterns; and understand how some of these aspects have changed over time	Southampton and West Indian Immigration describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts and land use, economic activity including trade links	Plants in Our Parks use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of	Roman Empire Clausentum - Why was the Itchen a good place for the Romans to settle? locate the world's
		Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	countries, using maps to focus on Europe (including the location of Russia)
		use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	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,

	T	T		
	Ask and answer geographical questions about the physical and	Ask and answer geographical questions about the physical and human	 Ask and answer geographical 	
	human characteristics of a location.	characteristics of a location. Why do people move countries? Why might these	questions about the physical and	
		people have moved?	human characteristics of a	
	• Explain own views about locations, giving reasons. What would it		location.	
	be like living there?	Explain own views about locations, giving reasons.		
	, and the second		Explain own views about	
	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.	locations, giving reasons.	
			 Use maps, atlases, globes and 	
	Use resources to identify the key physical and human features of	Use fieldwork to observe and record the human and physical features in the	digital/computer mapping to	
	a location.	local area using a range of methods including sketch maps, plans and	locate countries and describe	
		graphs and digital technologies.	features.	
	Understand how some of these aspects may have changed over			
	time.	Use a resources to identify the key physical and human features of a location.	Use fieldwork to observe and record the human and physical	
Places	Name and locate the countries of Europe and identify their main		features in the local area using a	
ည္ထ	physical and human characteristics.		range of methods including	
<u> </u>	physical and namen characteristics.		sketch maps, plans and	
			graphs and digital technologies.	
ate			graphs and digital technologies.	
Investigate			Use a range of resources to	
St				
Š			identify the key physical and human features of a location.	
<u>2</u>			numan features of a location.	
	Name and locate the Equator, Northern Hemisphere, Southern	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere,		Name and locate the
	Hemisphere, the Tropics of Cancer and Capricorn, Arctic and	the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time	Describe geographical	Equator,
	Antarctic Circle and date time zones. Describe some of	zones. Describe some of the characteristics of these geographical areas.	similarities and	Northern Hemisphere,
	the characteristics of these geographical areas.	Zones. Describe some of the characteristics of these geographical areas.	differences between areas.	Southern Hemisphere, the
	the characteristics of these geographical areas.	a Describe geographical similarities and differences between countries	differences between areas.	Tropics of Cancer and
		Describe geographical similarities and differences between countries.	- Describe how the leading of	•
ဟ			Describe how the locality of	Capricorn, Arctic and
Ë		Describe how the locality of the school has changed over time.	the school has changed over	Antarctic Circle and date time
Patterns			time.	zones. Describe some of
at				the characteristics of these
				geographical areas.
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ga				Describe geographical
ij				similarities and
es				differences between countries.
Investigate				
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	Describe key aspects of:	Describe key aspects of:	Describe key aspects of:	Describe key aspects of:
Communicate Geographically	• human geography, including: settlements and land use.	 human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use. Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
	Vocabulary: Human feature Physical Feature Characteristics Change	Vocabulary: Climate Tropical Rainy Season Biome Vegetation Caribbean	Vocabulary: Map Symbol Key Grid Reference Land Mark Features	Vocabulary: Human Physical Land Use Settlement Physical resources Atlas
	Year 4			
	Autumn	Spring	Summer	
	Anglo-Saxons 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	'Southampton and The Mayflower' – why did the Pilgrim fathers stop at Southampton? understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America	Mountains, volcanoes and earthquakes describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	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

Investigate Places

- Ask and answer geographical questions about the physical and human characteristics of a location.
- Explain own views about locations, giving reasons.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.
- Use a range of resources to identify the key physical and human features of a location.
- Name and locate counties and cities of the United

Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

• Name and locate the countries of Europe and identify their main physical and human characteristics.

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Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.

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Patterns	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. Describe geographical similarities and	Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.
Investigate Patt			Describe how the locality of the school has changed over time.	Describe geographical similarities and differences between countries. Describe how the locality of the school has changed over time.
	Describe key aspects of:	Describe key aspects of:	Describe key aspects of:	Describe key aspects of:
ically	physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.	• physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.	physical geography, including: rivers, mountains, volcanoes and earthquakes and the water	physical geography, including: rivers, mountains, volcanoes and earthquakes
apł	human geography, including: settlements and land use.	human geography, including: settlements and land use.	cycle.	and the water cycle.
Geogr	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	human geography, including: settlements and land use.	human geography, including: settlements and land use.
Communicate Geographically			Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.	Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.
	Vocabulary			
	Year 5			
	Autumn	Spring	Summer 1	Summer 2
	The Vikings Leif Erikson's travels from Iceland to Norway, Greenland and North America. How were the countries different?	'Southampton and The Titanic' – why is Southampton a cruise liner port?	Urban Land Use – Local Study	Ancient Greece
	understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America	name and locate counties and cities of the UK, 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	use the 8 points of a compass, 4- and 6-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	locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human

			use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	characteristics, countries, and major cities
	 Collect and analyse information in order to make generalisations about locations. 	Collect and analyse information in order to make generalisations about locations.	Collect and analyse information in order to make generalisations about locations.	Collect and analyse information in order to make generalisations about
	 Identify how the physical features affect the human activity within a location. 	Identify how the physical features affect the human activity within a location. Use a range of geographical resources to describe the characteristic features.	Identify how the physical features affect the human	locations. • Identify how the physical
	• Use a range of geographical resources to describe the characteristic features of a location.	of a location. • Use different types of fieldwork to observe and record the human and	activity within a location. • Use a range of geographical	features affect the human activity within a location.
	• Use different types of fieldwork to observe and record the human and physical features in the local area.	physical features in the local area.	resources to describe the characteristic features of a	Use a range of geographical resources to describe
	Discuss effectiveness of different geographical representations of a location (such as aerial images compared with maps and	Discuss effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).	Use different types of	the characteristic features of a location.
	topological maps - as in London's Tube map).	Name and locate some of the countries and cities of the world and their	fieldwork to observe and record the human and physical features	Name and locate some of the countries and cities of the
Places	Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including	identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of	in the local area. • Discuss effectiveness	world and their identifying human and physical
te Pla	hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.	these aspects have changed over time. • Name and locate the countries of North and South America and identify their	of different geographical representations of a location	characteristics, including hills, mountains, rivers, key topographical features and
Investigate		main physical and human characteristics.	(such as aerial images compared with maps and topological maps - as in London's Tube map).	land-use patterns; and understand how some of these aspects have changed over time.

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- Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the geographical similarities and differences between countries.
- Describe how locations around the world are changing and begin to explain some of the simple reasons for change.
- Describe aspects of geographical diversity across the world.

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- Describe aspects of geographical diversity across the world.

- Describe how locations around the world are changing and begin to explain some of the simple reasons for change – local.
- Describe aspects of geographical diversity in the local area
- Identify latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the geographical similarities and differences between countries.
- Describe how locations around the world are changing and begin to explain some of the simple reasons for change.
- Describe aspects of geographical diversity across the world.

	Describe and begin to develop a simple understanding of key	Describe and begin to develop a simple understanding of key aspects of:	Describe and begin to develop a	Describe and begin to develop
	aspects of:		simple understanding of key	a simple understanding of key
		physical geography, including: climate zones, biomes and vegetation belts,	aspects of:	aspects of:
	physical geography, including: climate zones, biomes and	rivers, mountains, volcanoes and earthquakes and the water cycle.		
	vegetation belts, rivers, mountains, volcanoes and earthquakes	a human gaagraphy, including, sattlements, land use accommis activity	physical geography, including:	physical geography, including slimate zones
	and the water cycle.	human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural recourses including energy.	climate zones, biomes and vegetation belts,	including: climate zones, biomes and vegetation belts,
	human geography, including: settlements, land use, economic	including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies.	rivers, mountains, volcanoes and	rivers, mountains, volcanoes
	activity including trade links, and the distribution of	1000, Hillerais, and water supplies.	earthquakes and the water	and earthquakes and the water
	natural resources including energy, food, minerals, and water	Use the eight points of a compass, four-figure grid references, symbols and a	cycle.	cycle.
	supplies.	key (that uses standard Ordnance Survey symbols) to communicate knowledge	cycle.	o, s.e.
		of the United Kingdom and the world.	human geography, including:	human geography, including:
	Use the eight points of a compass, four-figure grid references,		settlements, land use, economic	settlements, land use,
	symbols and a key (that uses standard Ordnance Survey symbols)	Create maps of locations identifying patterns (such as: land use, climate zones,	activity including trade links, and	economic activity including
	to communicate knowledge of the United Kingdom and the world.	population densities, height of land).	the distribution of	trade links, and the distribution
			natural resources including	of natural resources including
	Create maps of locations identifying patterns (such as: land use,		energy, food, minerals, and	energy, food, minerals, and
>	climate zones, population densities, height of land).		water supplies.	water supplies.
a a			Use the eight points of a	Use the eight points of a
<u>i</u>			compass, four-figure grid	compass, four-figure grid
đ			references, symbols and a key	references, symbols and a key
<u>ra</u>			(that uses standard Ordnance	(that uses standard Ordnance
60			Survey symbols)	Survey symbols)
g.			to communicate knowledge of	to communicate knowledge of
9			the United Kingdom and the	the United Kingdom and the
ă			world.	world.
Communicate Geographically			Create maps of locations	Create maps of locations
l I			identifying patterns (such as:	identifying patterns (such as:
ΙĒ			land use, climate zones,	land use, climate zones,
Ō			population densities, height of	population densities, height of
			land).	land).
	Vocabulary			
	Year 6	Consider as	Commence	
	Autumn	Spring	Summer	
	The Indus	'Southampton and The Spitfire' – What was the effect of the blitz on	Rivers	Baghdad AD 900
	describe and understand key aspects of physical	cities in the UK?		describes and condensate.
	describe and understand key aspects of: physical		use maps, atlases, globes	describe and understand
	geography, including: climate zones, biomes and	name and locate counties and cities of the United Kingdom,	and digital/computer	key aspects of:
	vegetation belts, rivers, mountains, volcanoes and	geographical regions and their identifying human and physical	mapping to locate countries	physical geography,
	earthquakes, and the water cycle.	characteristics, key topographical features (including hills,	and describe features	including: climate zones,
	human geography, including: types of settlement and land	mountains, coasts and rivers), and land-use patterns; and	studied	biomes and vegetation
	use, economic activity including trade links, and the	understand how some of these aspects have changed over time		belts, rivers, mountains,
	distribution of natural resources including energy, food,		identify the position and	volcanoes and earthquakes,
	minerals and water		significance of latitude,	and the water cycle
			longitude, Equator, Northern	human geography,
			Hemisphere, Southern	including: types of
1				5 /1
			Hemisphere, the Tropics of	settlement and land use.
			Hemisphere, the Tropics of Cancer and Capricorn, Arctic	settlement and land use, economic activity including

	and Antarctic Circle, the	trade links, and the
	Prime/Greenwich Meridian	distribution of natural
	and time zones (including	resources including energy,
	day and night)	food, minerals and water

Investigate Places

- Collect and analyse statistics and other information in order to draw clear conclusions about locations.
- Identify and describe how the physical features affect the human activity within a location.
- Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location.
- Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways.
- Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps - as in London's Tube map).
- Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.
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- Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night).
- Understand some of the reasons for geographical similarities and differences between countries.
- Describe how locations around the world are changing and explain some of the reasons for change.
- Describe geographical diversity across the world.
- Describe how countries and geographical regions are interconnected and interdependent.

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Vocabulary