



Geography Knowledge and Skills Progression Map

Year group/Expected level	Locational Knowledge (Around the World)	Place Knowledge (Similarities and Differences)	Human and Physical Geography	Geographical Skills, Fieldwork and Mapping Skills
Nursery <i>Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning and Development Matters for the Early Learning Goals.</i> <i>The aspects for Geography are taken from Understanding the World (UW)</i> <i>Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum.</i>	Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (UW)		Begin to understand the need to respect and care for the natural environment and all living things. (UW)	- Describe a familiar route. (UW) - Discuss routes and location, using words like ‘in front of’ and ‘behind.’ (UW)
The Early Years Foundation Stage (EYFS) Learning and Development has seven Areas of Learning and 17 Early Learning Goals: Communication and Language (CL) ➤ Listening, Attention and Understanding ➤ Speaking Personal, Social and Emotional Development (PSED) ➤ Self-Regulation ➤ Managing Self ➤ Building Relationships		Physical Development (PE) ➤ Gross Motor Skills ➤ Fine Motor Skills Literacy (L) ➤ Comprehension ➤ Word Reading ➤ Writing Mathematics (M) ➤ Number ➤ Numerical Patterns Understanding The World (UW) ➤ Past and Present ➤ People, Culture and Communities ➤ The Natural World Expressive Art and Design (EAD) ➤ Creating with Materials ➤ Being Imaginative and Expressive		
Key vocabulary linked specifically to geographical terms and language: Same, different, leaves, cold, warm, hot, rain, wind, sun, snow, near, far away, home, living things, creatures, insects, caring for the creatures, birds, insects and animals, being kind.				

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Reception <i>Please refer to the EYFS planning for key themes and to the EYFS Statutory Framework for the 7 Areas of Learning and Development Matters for the Early Learning Goals.</i> <i>The aspects for Geography are taken from Understanding the World (UW)</i> <i>Full details of the EYFS Curriculum can be found in the EYFS Folder under Curriculum.</i>	- Recognise some similarities and differences between life in this country and life in other countries. (UW) - Explore the natural world around them. (UW)	- Recognise some environments that are different to the one in which they live. (UW) - 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. (UW)	- Understand the effect of changing seasons on the natural world around them. (UW) - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. (UW)	- Draw information from a simple map. (UW) - Explain 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. (UW)
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Key vocabulary linked specifically to geographical terms and language: Same, different, leaves, cold, warm, hot, rain, wind, sun, snow, near, far away, home, living things, creatures, insects, caring for the creatures, birds, insects and animals, being kind, explore, growing, change, map, country, seaside, countryside, town.			Progression in the development of geographical thinking and analytical skills: Recognise, identify, describe, observe, explain.	

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Year 1 <i>Please refer to the curriculum and theme overview document and the knowledge organisers.</i> <i>For further information please see National Curriculum programme of study for Geography.</i>	<u>Autumn Term</u> - Name, locate and identify characteristics of the four countries of the United Kingdom. - Name and locate the capital city of England		<u>Spring Term</u> Identify seasonal and daily weather patterns in the United Kingdom.	<u>Ongoing throughout the year</u> - Use world maps, atlases and globes to identify the United Kingdom and its countries. <u>Autumn Term</u> - 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. - Use aerial photographs and plan perspectives to recognise landmarks and features of the local area. - Devise a simple map of their walk in the local area.

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Year 1 Contd.	<u>Summer Term</u> Name, locate and identify characteristics of Kenya – Capital: Nairobi.	<u>Summer Term</u> 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. City focus Kenya/London.	<u>Summer Term</u> Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. Compare the climate of Kenya/London to countries on the equator and North and South Poles	<u>Summer Term</u> - Locate Kenya on a map/atlas/ globe and identify the continent and oceans/seas nearby. - Where is it in relation to the UK?
Study Unit Specific Vocabulary – in addition so that stated in the columns above: Aut: United Kingdom, England, Northern Ireland, Scotland, Wales, London, Belfast, Edinburgh, Cardiff, Atlantic Ocea, English Channel, North Sea, Irish Sea, city, town, village, factory, farm, house, high rise flats, office buildings, tube, The Westway, railway, underpass, canal, traffic, recreation ground, amenities. Spr: Seasons, spring, summer, autumn, winter, hot, cold, warm, mild, windy, wet, rain, snow, sleet, frost, hail stones, gales, humid, blossom, buds, growing, shedding, colours of leaves across the seasons. Sum: Nairobi, capital city, equator, dry, flag, climate, Africa, continent, Somalia, Uganda, Tanzania, Sudan, Ethiopia.		Progression in the development of geographical vocabulary, thinking and analytical skills: Select, Categorise, Classify, under the basic meaning of physical features of geography and human features of geography In KS1: When learning about a new place, always ask and answer these questions: Continent: Which continent is it in? Oceans and Seas: Which oceans or seas are nearby? Weather: What is the weather like there? Is it hot or cold there? Is it near the equator or the poles? Who and What: Who (people) and what (animals and plants) live there? See: What would we see there? What is natural? What is made by humans?		End of learning sequence questions (Review and Assess) Aut: What city do you live in? What is special in my local area? Spr: What weather do you get in each season? Can you describe the features of a season? (plants, temperature etc) Sum: What continent is Kenya in? What is amazing about Kenya?

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Year 2 <i>Please refer to the curriculum and theme overview document and the knowledge organisers.</i> <i>For further information, please see National Curriculum programme of study for Geography.</i>	<u>Autumn Term</u> - Name and locate the four countries of the UK, their capital cities and surrounding seas. <u>Spring Term</u> - Name and locate the world's seven continents and five oceans. Locate Antarctica.	<u>Summer Term</u> 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 - seaside focus St Ives, England/Cook Town, Australia.	<u>Spring Term</u> Compare and contrast the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (Building on Year 1 focus).	<u>Ongoing throughout the year</u> - 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. <u>Autumn Term</u> - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map of an area of London; and use and construct basic symbols in a key. <u>Summer Term</u> - Use world maps, atlases and globes to locate Australia, the United Kingdom and the oceans and seas that surround them.

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Year 2 Contd.				
Study Unit Specific Vocabulary – in addition so that stated in the columns above: Aut: Historic places, Buckingham Palace, Tower of London, Tower Bridge, London Eye, Big Ben, River Thames, Houses of Parliament, Trafalgar Square, Downing Street, directions, route, surroundings, left, right, straight ahead, turn left at the next road, junction etc. Spr: South Pole, climate, iceberg, frozen, pack ice, melting of the ice caps, polar, penguins, seals, tundra, seasonal light changes, sparsely populated. Sum: Northern hemisphere, Cornwall, Southern hemisphere, continent, Australia, Queensland, outback, capital, Canberra, Sydney, Melbourne, Brisbane, Cairns, Gold Coast, port, harbour, physical features, beach, cliff, coast, ocean, sea.		Progression in the development of geographical vocabulary, thinking and analytical skills: Compare and contrast, directional – left, right, forwards, backwards, reading a simple map, construct a simple route, symbols to help on journey, describe features, undertake an environmental survey of the school grounds, recording, data. In KS1: When learning about a new place, always ask and answer these questions: Continent: Which continent is it in? Oceans and Seas: Which oceans or seas are nearby? Weather: What is the weather like there? Is it hot or cold there? Is it near the equator or the poles? Who and What: Who (people) and what (animals and plants) live there? See: What would we see there? What is natural? What is made by humans?		End of learning sequence questions (Review and Assess) Aut: Do you know where you live, and can you locate it on a map of London? What borough of London do you live in? Spr: What would it be like to live in Antarctica? What would it be like to live near the equator? Sum: Can you name the features of coastal living? How do coastal regions in the UK compare to those in Australia?
Progression in Fieldwork and investigations End of KS1: Pupils can use aerial photographs to identify human and physical features of a locality. Pupils can draw a simple map with a basic key of places showing landmarks e.g. their school, the canal etc. They can keep a weekly weather chart based on first-hand observations using picture symbols and present this data.			Progression in mapping skills End of KS1: Pupils can use a world map, atlas or globe to name the seven continents and five oceans. They can use a UK wall map or atlas to locate and identify the four countries and capital cities of the United Kingdom and its surrounding seas. They can describe a journey on a map of the local area using simple compass directions and locational and directional language for example; after a walk to a nearby green space or round some local roads.	

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Year 3 <i>Please refer to the curriculum and theme overview document and the knowledge organisers.</i> <i>For further information, please see National Curriculum programme of study for Geography.</i>	<u>Autumn Term</u> - Identify capital cities of Europe, including Russia. - Identify the position and significance of Equator, N. and S. Hemispheres, Tropics of Cancer and Capricorn in relation to extreme weather. - How does extreme weather affect people's lives?	<u>Spring Term</u> - Compare and contrast the key topographical features of two areas in the UK e.g. a mountainous area with a flat one or under sea level. - Compare and contrast the key topographical features of an area in the UK and Iceland e.g. ice cap with a built-up city (urban and rural)	<u>Autumn Term</u> - What is a Time zone? <u>Spring Term</u> - To accurately describe the physical features of Iceland's landscape. - To know how volcanoes are formed and their physical features. - Compare and contrast the composition of the soil located around a volcano to that of another location. - How are fossils formed and what role do volcanoes play in rock formation? (Link with Science e.g. rocks, soils and fossils)	<u>Ongoing throughout KS2</u> - Use maps, atlases, globes and digital/ computer mapping (Google Earth) to locate countries and describe features studied. - Begin to learn the eight points of a compass, 2 figure grid reference (maths co-ordinates), some basic symbols (including the use of a simplified Ordnance Survey maps) to build their knowledge of the United Kingdom. <u>Autumn Term</u> - Locate and name the continents on a World Map. - Locate the main countries of Europe, including Russia. - Identify the Northern and Southern hemispheres, Equator, Tropics of Cancer and Capricorn.

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Year 3 Contd.	Summer Term Identify the differences between rivers and canals (Little Venice/Suez Canal), identify the longest rivers, largest deserts, and highest mountains. Compare with UK.		Summer Term - Canals, why were they built, their usage and how these have changed over time? - Follow up with trade in Year 4. - Types of settlements in Early Britain linked to History. Why did early people choose to settle there? Link to rivers and canals.	Summer Term Fieldwork: To visit the local canal to observe and record the human and physical features.
Study Unit Specific Vocabulary – in addition so that stated in the columns above: Aut: Floods, gales, wind speed, flood defences, monsoon, typhoon, hurricanes, tornadoes, climate, tropical, rainy season. Spr: Urban, rural, volcano, ash, eruption, lava, magma, flow, igneous rock, crystalizes, Europe, Nordic, Icelandic, Vesuvius, Etna, dormant, active, underwater, submerged, hot spring, tsunامي. Sum: Trade route, distribution, cargo ship, container ship, shipping lanes, settlement.		Progression in the development of geographical vocabulary, thinking and analytical skills: Compare and contrast, summarise, explain. In KS2: When learning about a new place, always ask and answer these questions, by repeating these key questions pupils will automatically include these geographical aspects in their thinking and apply them to their new learning: Hemisphere: Which hemisphere(s) is it in? Other places: Where is it in relation to other places we have studied or know about, including countries and continents? Time zone: Which time zone(s) is it in? Climate: Which climate zone(s) is it in? (Tropical/ dry/temperate/continental/polar) Latitude: Where is it in relation to the main lines of latitude (using 8 points of a compass)? – Artic Circle/ Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) Us: Where is it in relation to where we live – Country, city. Bodies of water: Which bodies of water are nearby?		End of learning sequence questions (Review and Assess) Aut: What are the different types of extreme weather? How does extreme weather affect people's lives? Spr: How are volcanoes formed? How do volcanoes affect people's lives? Sum: Why did early settlers choose to live near rivers and canals? How have canals changed over time?

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Year 4 <i>Please refer to the curriculum and theme overview document and the knowledge organisers</i> <i>For further information, please see National Curriculum programme of study for Geography.</i>	<u>Autumn Term – The Rainforest</u> - Locate environmental regions of rainforests. <u>Spring Term - Farming</u> - Identify features of 'traditional' farm vs features of modern terrace farming.	<u>Spring Term - Farming</u> - 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 e.g. Farming/Amazon Rainforest. - Discuss the difference between rural and urban areas in the UK.	<u>Autumn Term – The Rainforest</u> - Describe and understand key aspects of physical geography – biomes, and vegetation belts. - Identify key aspects of tropical climate Describe key features of the layers, animals and plants living in a rainforest. - Explain the effects humans are having on rainforests (deforestation, conservation, farming, logging, medicine). <u>Spring Term - Farming</u> - Consider how farming has adapted to changes in physical and human geography and how this has impacted on trade.	<u>Ongoing throughout KS2</u> Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. <u>Autumn Term – The Rainforest</u> - On a world map/ atlas or globe, locate areas of similar environmental regions, either desert, rainforest or temperate regions. <u>Spring Term - Farming</u> - Use local fieldwork e.g. Bloomfield Gardens to observe, measure 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.

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Year 4 Contd.	Summer Term – Rivers and the water cycle Locate the major rivers and mountain/hill ranges in the UK e.g. Thames, Tyne, Severn, lochs, Grampians, Snowdonia, Quantocks, Mendips and compare with Northern Italy e.g. Alps, Venice, Lake Garda		Summer Term – Rivers and the water cycle Describe and understand key aspects of physical geography - rivers, mountains and the water cycle. Link to science.	Summer Term – Rivers and the water cycle Use fieldwork to observe, measure and record the human and physical features in the local area e.g. River Thames using a range of methods, including sketch maps, plans and graphs, and digital technologies.
Study Unit Specific Vocabulary – in addition so that stated in the columns above: Aut: biomes, flora, fauna, deciduous, grassland, temperate, forest floor, understorey, canopy, emergent layer, natural landscape, Amazon, lianas. Spr: dairy, arable, crops, agriculture, terrace farming, rotation, produce, product, livestock, trade, food chain, sustainable, fair trade, organic. Sum: tidal, flow, source, estuary, mouth, banks, tributaries, transport, tourist attraction, bridges, peak, ascend, descend, snow-capped, altitude, cliff face, mountaineering, hiking, vegetation, cloud level, slope, gradient, atmosphere. Progression in the development of geographical vocabulary, thinking and analytical skills: Demonstrate understanding, reach informed conclusions, environmental, impact, conservation, resources, export, import origin, landmark, economic, population, research. In KS2: When learning about a new place, always ask and answer these questions, by repeating these key questions pupils will automatically include these geographical aspects in their thinking and apply them to their new learning: Hemisphere: Which hemisphere(s) is it in? Other places: Where is it in relation to other places we have studied or know about, including countries and continents? Time zone: Which time zone(s) is it in? Climate: Which climate zone(s) is it in? (Tropical/ dry/temperate/continental/polar) Latitude: Where is it in relation to the main lines of latitude (using 8 points of a compass)? – Artic Circle/ Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) Us: Where is it in relation to where we live – Country, city. Bodies of water: Which bodies of water are nearby?				
				End of learning sequence questions (Review and Assess) Aut: In what areas of the world are rainforests usually found? What is special about a rainforest? Spr: How does food from the farm get to our plate? Explain the concept of fair trade. Sum: What are rivers and mountains? What role do they play in the water cycle?

Progression in Fieldwork and investigations End of Lower KS2: Pupils can make a map of a short route with features in the correct order and in the correct place. They can make a simple plan of a room. They can present information gathered in fieldwork using simple graphs. They are beginning to use the zoom function of a digital map (E.g. Google Earth) to locate places, zooming in and out to locate key places and features and match them on a map of the area. As a group, pupils investigate, observe and record what happens to water over different materials.	Progression in mapping skills End of Lower KS2: Pupils can use a map or atlas to locate some countries and cities in Europe or North and South America. Pupils can use an atlas or map to locate the UK and locate some major urban areas: locate where they live in the UK. (E.g. use an atlas to locate places using latitude and longitude and be able to describe the location of the place). Pupils should be able to use four figure grid references and give directional instructions up to eight compass points and use large-scale maps (e.g. follow a river on an OS map, identifying human and physical features along the way.)
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Year 5 <i>Please refer to curriculum and theme overview document and the knowledge organisers.</i> <i>For further information, please see National Curriculum programme of study for Geography.</i>	<u>Autumn Term - Shackleton</u> - Locate main countries and cities and places related to Shackleton's Antarctic Expedition and Drake's circumnavigation of the world. <u>Spring Term – India (Mumbai)</u> - Map how land use has changed in a chosen area over time e.g. India - Name and locate the key topographical features including coast, features of erosion, hills, mountains and rivers. Understand how these features have changed over time.	<u>Spring Term – India (Mumbai)</u> Compare a region in United Kingdom e.g. Fort William (Scotland) with Mumbai in India.	<u>Autumn Term - Shackleton</u> - Understand the dangers of physical features in some parts of the globe e.g. Antarctica. <u>Spring Term – India (Mumbai)</u> - Compare the key physical features of Fort William and Mumbai. How has the landscape influenced life in these regions?	<u>Ongoing throughout KS2</u> Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom in the past and present and the wider world. <u>Autumn Term - Shackleton</u> - Begin to use lines of longitude and latitude to locate locations in the UK and South America, link to Shackleton's journey. - Identify the position and significance of the Greenwich Meridian. Linking with science, time zones, night and day. - What are the implications of using different map projections? - What is the impact of coastal erosion? <u>Spring Term – India (Mumbai)</u> - Compare physical maps of Mumbai and Fort William.

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Year 5 Contd.	<u>Summer Term – Amazing America</u> Locate North America and the states that make up the area on a map.	<u>Summer Term – Amazing America</u> Compare and contrast the similarities and striking differences between the various states that make up North America.	<u>Summer Term – Amazing America</u> Investigate the physical geography of the area including; climate zones, time zones, landscapes, the vast size of the area, natural disasters e.g. earthquakes, floods and tornadoes, hurricanes and typhoons – diverse weather conditions – climate change	<u>Summer Term – Amazing America</u> Locate the states on a map of North America. Identify and compare the various weather phenomena of the regions.
Study Unit Specific Vocabulary – in addition so that stated in the columns above: Aut: Map projections, latitude, longitude, cardinal points, Antarctica, coastal erosion, navigate, circumnavigate, cartographer, Southern hemisphere. Spr: Diverse city landscape, overpopulated, Mumbai (previously known), cosmopolitan, financial powerhouse, textiles, fashion, architecture, sari, fabric, cotton, silk, cashmere, Himalayas, viaduct, loch, Ben Nevis, pine, diverse weather conditions, Scottish Highlands, tourist area. Sum: State, east coast, west coast, desert, canyons, route 66, dam, Yellowstone, national park, hydroelectric, Rockies, great lakes of Michigan, vast expanse of unpopulated land, disaster, Greenhouse Effect,		Progression in the development of geographical vocabulary, thinking and analytical skills: Elaborate, generalise, justify, apply, evaluate, ordinance survey map, topographic map, natural disasters, minerals, natural resources, hydroelectricity, farming methods, directional language, natural phenomenon, global warming, climate change In KS2: When learning about a new place, always ask and answer these questions, by repeating these key questions pupils will automatically include these geographical aspects in their thinking and apply them to their new learning: Hemisphere: Which hemisphere(s) is it in? Other places: Where is it in relation to other places we have studied or know about, including countries and continents? Time zone: Which time zone(s) is it in? Climate: Which climate zone(s) is it in? (Tropical/ dry/temperate/continental/polar) Latitude: Where is it in relation to the main lines of latitude (using 8 points of a compass)? – Arctic Circle/ Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) Us: Where is it in relation to where we live – Country, city. Bodies of water: Which bodies of water are nearby?		End of learning sequence questions (Review and Assess) Aut: How can explorers find their way in the world? Do you think Shackleton is a hero or an underprepared explorer? Explain why. Spr: Where is Mumbai? (continent, country, location within country) How does life in Mumbai compare to that in the UK? Sum: How is America divided up? (states) Name three different types of weather experienced in North America.

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Year 6 <i>Please refer to curriculum and theme overview document and knowledge organisers.</i> <i>For further information please see National Curriculum programme of study for Geography.</i>			Spring Term - Pupils understand the structure of the earth. - Describe and understand key aspects of earthquakes, looking at plate tectonics and the ring of fire. - Describe and understand the distribution of natural resources focussing on energy and minerals. - Pupils understand the after-effects of earthquakes.	Ongoing throughout Year Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries in Europe or North or South America and describe features studied. Autumn Term - On a world map locate countries in Africa, Asia and Australia. Identify their main environmental regions, key physical and human characteristics, and major cities. - Understand and use symbols on a map. - Extend to 6 figure grid references with teaching of latitude and longitude in depth. - Expand map skills to include non-UK countries – looking at European and non-European countries. - Sketch a map of a local area using google earth images/digital technologies. Spring Term Use a world map to locate regions that are affected by earthquakes and explain what causes them (tectonic plates) Pupils know what the ring of fire is and where it is located.

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Year 6 Contd.	<u>Summer Term</u> Locate countries on a world map that are suffering from the effects of climate change.	<u>Summer Term</u> Compare and contrast the similarities and differences in areas around the world being affected by climate change (drought/flood etc).	<u>Summer Term</u> Pupils understand the process of the greenhouse effect and how Co2 is warming up our planet.	<u>Summer Term</u> Use a world map to locate regions that are affected by climate change and explain why these areas are particularly vulnerable.
Study Unit Specific Vocabulary – in addition so that stated in the columns above: Aut: Scale, bird’s-eye view, vertical aerial photograph, physical, thematic, climatic map, local, postal code, Ordnance Survey map, grid reference, contour lines, key, symbol. Spr: Earthquake, mantle, magnitude, fault, epicentre, Richter scale, seismometer, plate tectonics, ring of fire, core, crust. Sum: Co2, carbon footprint, drought, flood, greenhouse effect, sustainable, renewable energy, fossil fuels		Progression in the development of geographical vocabulary, thinking and analytical skills: Analyse, hypothesise, debate, topography, European, non-European, surrounding areas, land-use patterns difference between a city and a town, observe, measure, record, data, findings, studied, significance, sustainability, presentation of findings, evidence, surveys, interviews, renewable and non-renewable energy, Ordnance Survey Maps.		End of learning sequence questions (Review and Assess) Aut: How do maps help us in our everyday lives? What are the features of our local area? Spr: What is an earthquake? Why do they happen? What are the effects? Sum: What factors are contributing to global warming? Explain what is meant by the greenhouse effect.
		In KS2: When learning about a new place, always ask and answer these questions, by repeating these key questions pupils will automatically include these geographical aspects in their thinking and apply them to their new learning: Hemisphere: Which hemisphere(s) is it in? Other places: Where is it in relation to other places we have studied or know about, including countries and continents? Time zone: Which time zone(s) is it in? Climate: Which climate zone(s) is it in? (Tropical/ dry/temperate/continental/polar) Latitude: Where is it in relation to the main lines of latitude (using 8 points of a compass)? – Artic Circle/ Tropic of Cancer/Equator/Tropic of Capricorn/Antarctic Circle) Us: Where is it in relation to where we live – Country, city. Bodies of water: Which bodies of water are nearby?		
Progression in Fieldwork and investigations End of Upper KS2: Pupils can make sketch maps of areas using symbols, a key and scales. A digital map can be used to investigate the features of a studied area. Information gathered can be presented using a range of graphs and tables. (E.g. Research into how an area is changing, using a range of digital sources including historical maps, images, photographs and other sources like newspapers) and present findings to others.			Progression in mapping skills End of Upper KS2: Pupils can use maps to describe key human and physical characteristics of a region of Europe or North or South America. Pupils can use globes and atlases to locate places studied in relation to the equator, latitude and longitude and time zones. They can use maps to identify specific topography aspects e.g. locate the Alps, countries and cities). Pupils can use grid references. They can read and compare map scales. (E.g. Using large OS maps to annotate with photographs and other information).	