



# PROGRESSION IN GEOGRAPHY

## LOCATIONAL KNOWLEDGE

*National Curriculum aim:*

- All pupils develop contextual knowledge of the location of globally significant places - both terrestrial and marine - including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>2-4 yrs</p> <ul style="list-style-type: none"> <li>*Begin to look at where items belong in their homes and classrooms.</li> <li>* Begin to understand directional language, e.g. under, next to, at the end of, in the middle of</li> </ul> <p>4-5yrs</p> <ul style="list-style-type: none"> <li>*Begin to identify the locations of their home and school and other familiar places.</li> <li>*Begin to describe locations using simple locational and directional language.</li> <li>*Begin to ask and answer simple geographical questions linked to location e.g. Where is...?</li> <li>* Look at their school on Google Earth / Maps and locate the local park</li> </ul>	<ul style="list-style-type: none"> <li>* Name and locate the four countries of the UK and their capital cities.</li> <li>* Name and locate the seas surrounding the UK.</li> <li>* Identify geographical characteristics of the four countries and capital cities of the UK</li> <li>* Name and locate the seven continents and five oceans of the world.</li> </ul>	<ul style="list-style-type: none"> <li>* Describe some geographical similarities and differences between the continents of the world based on their locations.</li> <li>* Identify and locate the North and South Poles and the Northern and Southern Hemispheres</li> <li>*Identify and locate the Equator, Arctic Circle and Antarctic Circle as lines of latitude</li> <li>* Identify and locate continents that have significant hot or cold areas and link to Poles/Equator</li> <li>*Identify and locate places studied (N-U-L, Nairobi) on a range of maps.</li> </ul>	<ul style="list-style-type: none"> <li>*Understand the location of Newcastle Under Lyme as one of the towns in Staffordshire.</li> <li>*Identify N-U-L and Staffordshire on a map of the UK</li> <li>*Describe the locations of the geographical regions of the UK, our nearby counties and major UK cities.</li> <li>* Identify the locations of some of the key human and physical features of the UK.</li> <li>*Understand that land use patterns in the UK have changed over time.</li> <li>*Locate the countries of Europe and use maps to identify Europe's major regions, cities and human and physical characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>* Name and locate the world's climate zones using a world map.</li> <li>*Name and locate the world's major biomes and vegetation belts using a world map.</li> <li>*Locate the position of the Tropics of Cancer and Capricorn as lines of latitude.</li> <li>*Identify and locate Amalfi using maps and compare to the location of our region.</li> <li>* Identify main local rivers on maps.</li> <li>* Identify major rivers around the world.</li> <li>* Establish patterns in location.</li> <li>* Compare the major rivers of the world, the UK and our locality.</li> </ul>	<ul style="list-style-type: none"> <li>* Locate the countries of North and South America and use maps to identify major regions, cities and human and physical characteristics of the Americas.</li> <li>*Identify lines of longitude on a world map, including the Prime Meridian</li> <li>*Locate position of time zones within the Americas.</li> <li>*Identify and locate Rio de Janeiro using maps and compare to the location of other regions (our region and Amalfi)</li> <li>*Identify and locate major coastal towns in the UK and in our locality.</li> </ul>	<ul style="list-style-type: none"> <li>* Locate the market town of Leek on a range of maps of various scales and perspectives.</li> <li>* Describe, compare and evaluate the land use in Leek over time.</li> <li>*Locate and compare major mountain ranges of the world and the UK.</li> <li>*Identify the location of Mexico and its major cities on a range of maps.</li> <li>*Investigate and compare the locations of major earthquakes and volcanoes within Mexico and around the world and understand how these link to the location of the world's tectonic plates.</li> </ul>

<p><b>Unit (cycle A): Where is Lyme Valley? Where do I live?</b>  <u>Intent:</u> Begin to understand the concept of a location using school and home as familiar examples.  <u>Future learning:</u> Provides the foundations for all future learning on the concept of location.</p> <p><b>Unit (cycle A): Where are the cold places in the world? Where do animals live?</b>  <u>Intent:</u> Children are introduced to the world map and begin to recognise the location of the Poles.  <u>Future learning:</u> Y1 Unit 3 on world mapping and Y2 Unit 2 Hot and cold places.</p> <p><b>Unit (cycle B): Our local area and its features</b>  <u>Intent:</u> Children can begin to identify locations of familiar geographical features within their immediate environment.  <u>Future learning:</u> Provides the foundations for locational awareness future local area units in Years 1 - 6.</p> <p><b>Unit (cycle B): What is it like at the seaside?</b>  <u>Intent:</u> Children become aware of local coastal</p>	<p><b>Unit 1: What can we see around our school?</b>  <u>Builds on:</u> EYFS - Beginning to identify location of school and home.  <u>Intent:</u> Children understand and can identify the location of the school and a range of locations within the school grounds and its surrounding streets.  <u>Future learning:</u> Y2 Unit 1 - Identifying location of and locations within N-U-L.</p> <p><b>Unit 2: What do we know about our island home?</b>  <u>Builds on:</u> EYFS - Children have talked about and begun to identify a range of locations in the local area  <u>Intent:</u> Children use maps to name and locate the four countries and capital cities of the UK and its surrounding seas. They will be able to identify characteristics of each country, developing their locational awareness.  <u>Future learning:</u> Y1 Unit 3 - Identifying locations of continents and oceans.  Y3 Unit 2 - Identifying and developing awareness of a range of locations within each country of the UK.</p> <p><b>Unit 3: How can we use maps to find out about our world?</b>  <u>Builds on:</u> EYFS - Children have been introduced to the world map and have located some cold places.</p>	<p><b>Unit 1: What is it like to live in Newcastle Under Lyme today?</b>  <u>Builds on:</u> Y1 - Children are now familiar with the locations within the school grounds and surrounding streets.  <u>Intent:</u> Children can identify the location of N-U-L on a range of maps and begin to compare it with the location of other familiar places.  <u>Future learning:</u> Y2 Unit 3 - Comparing the location of Newcastle Under Lyme to Kenya.  Y3 Unit 1: Identifying the location of Stoke On Trent within Staffordshire, the West Midlands and the UK.</p> <p><b>Unit 2: What is it like to live in hot and cold places?</b>  <u>Builds on:</u> EYFS - identifying the location of cold places on a world map and Y1 Unit 3 - locating the world's continents and oceans.  <u>Intent:</u> Children locate hot and cold areas within continents using globes and maps. They can also identify the locations of the North and South Poles and the Equator, Arctic Circle and Antarctic Circle as lines of latitude.  <u>Future learning:</u> Y3 Unit 3 - Identifying the location of countries within the continent of Europe</p>	<p><b>Unit 1: How has Stoke on Trent changed?</b>  <u>Builds on:</u> KS1 - Children have a secure locational awareness of the school, its grounds and the immediate local area.  <u>Intent:</u> Children identify and describe the location of the nearest city and know that it can be located within the Midlands. They can observe changes and begin to explain these changes.  <u>Future learning:</u> Y3 Unit 2 - Identifying the locations of the regions, counties and cities of the UK.  Y4 Unit 3 - Describing the course of the River Trent, which has its source in Staffordshire (Biddulph Moor).</p> <p><b>Unit 2: How can we use maps to find out about the countries of the UK?</b>  <u>Builds on:</u> Y1 Unit 2 - Children can locate the four countries and capital cities of the UK and its surrounding seas.  <u>Intent:</u> Children name and locate the regions, local counties and major cities of the UK as well as the locations of some of its key human and physical features. They can identify how land use has changed over time and the impact of this on the location of some of these features.</p>	<p><b>Unit 1: How does climate affect life on Earth?</b>  <u>Builds on:</u> KS1 - Children have observed patterns in the weather and recognise weather symbols. Children understand the term and can locate the Equator, Northern/Southern Hemispheres and the Arctic/Antarctic Circles.  <u>Intent:</u> Children locate the world's climate zones, biomes and vegetation belts. They can also explain the significance and location of the Tropic of Cancer and Tropic of Capricorn.  <u>Future learning:</u> Y5 Unit 1 - Developing understanding of the biomes found in the Americas.</p> <p><b>Unit 2: How does living in Amalfi compare to living in the Midlands?</b>  <u>Builds on:</u> Y2 Unit 3 - Children have had experience of comparing contrasting locations.  Y3 Unit 2 - Children understand the concept of 'region' and can locate the regions of the UK  <u>Intent:</u> Children identify regions within Italy and can identify and compare the location of Amalfi with the location of the Midlands.  <u>Future learning:</u> Y5 Unit 2 - Identifying, describing and comparing a region in Brazil to our local region.</p>	<p><b>Unit 1: The Americas: a continent of contrasts?</b>  <u>Builds on:</u> Y3 and Y4 units - Children's locational knowledge of UK and Europe is secure and focus moves to more geographically distant locations.  <u>Intent:</u> Children can identify the locations of a range of countries in North and South America and can locate major cities, regions and physical and human characteristics.  <u>Future learning:</u> Y6 Units 3 and 4 - Identifying location of Mexico and predicting how the locations studied in Years 1 - 5 might change in the future.</p> <p><b>Unit 2: From Rio to the Rainforest: What do we know about life in Brazil?</b>  <u>Builds on:</u> Y4 Unit 2 - Children can compare contrasting regions.  <u>Intent:</u> Children identify and compare locations in Rio de Janeiro and the Amazon rainforest with the north - east of the UK and our local area.  <u>Future learning:</u> Y6 Unit 4 - Predicting how the locations studied in Years 1 - 6 might change in the future.</p> <p><b>Unit 3: What do we know about our local coastline?</b>  <u>Builds on:</u> Y3 Unit 2 and Y4 Unit 3 Children have an understanding of key</p>	<p><b>Unit 1: Town study: How has the village of Leek changed over time and how might it change in the future?</b>  <u>Builds on:</u> All locational awareness of our local area and region gained in previous year groups.  <u>Intent:</u> Children identify and locate the town of Leek and The Peak District National Park compare to previous locations studied (Stoke on Trent, Amalfi, Rio de Janeiro?)</p> <p><b>Unit 2: How are mountains formed?</b>  <u>Builds on:</u> Y3 Unit 2, Y4 Unit 2 and Y5 Units 1 and 2 - Children have identified the location of mountains and mountain ranges as key physical features in a range of countries.  <u>Intent:</u> Children identify the location of key mountains and mountain ranges in countries not previously studied. To include the location of Mount Everest as the world's highest mountain.</p> <p><b>Unit 3: How do volcanoes and earthquakes affect life in Mexico?</b>  <u>Builds on:</u> Y4 Unit 2, and Y6 Unit 1 - Children have identified the location of Mount Vesuvius in Amalfi and have located mountains and mountain ranges in a range of countries around the world.  <u>Intent:</u> Children can name and locate volcanoes in Mexico and around the Ring of Fire. They can identify the locations of</p>
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<p>locations outside their immediate environment and experience a visit to one of these locations.</p> <p><u>Future learning:</u> Provides the foundations for locational awareness future local area units in Years 1 - 6.</p> <p><b>Unit (cycles A and B): Using maps/Making maps</b></p> <p><u>Intent:</u> Developing locational awareness using simple/own maps.</p> <p><u>Future learning:</u> Provides foundations for all future learning linked to locational awareness in Years 1 - 6.</p>	<p><u>Intent:</u> Children name and locate the world's seven continents, five oceans, and Northern and Southern Hemispheres on a globe and on a world map.</p> <p><u>Future learning:</u> Y2 Unit 2 - Identifying and describing the locations of a wider range of hot and cold places linked to knowledge of continents, using globes and maps.</p>	<p>Y4 Unit 1 - Identifying the location of the world's climate zones and biomes.</p> <p><b>Unit 3: How does living in Kenya compare to living in Newcastle Under Lyme?</b></p> <p><u>Builds on:</u> Y1 Unit 3 - Children are familiar with the location of the seven continents, including Africa. Y2 Unit 1 - Children understand the location of N_U_L within the local area within the UK, and within the region. Year</p> <p><u>Intent:</u> Children identify the location of Nairobi on a map of Africa and on maps of Africa and maps of Kenya. They can compare these locations with the location of N-U-L.</p> <p><u>Future learning:</u> KS2 - Comparing locations of a range of contrasting places outside the UK with our home location.</p>	<p><u>Future learning:</u> Y4 Unit 3, Y5 Unit 3 and Y6 Unit 2 - Identifying, describing and comparing the locations of the UK's hills, mountains, coasts and rivers.</p> <p><b>Unit 3: What do we know about our European neighbours?</b></p> <p><u>Builds on:</u> KS1 - Children have a secure understanding of the seven continents of the world and know about some of the hot and cold places in the world.</p> <p><u>Intent:</u> Children locate a range of countries, regions and cities in Europe as well as examples of human and physical characteristics.</p> <p><u>Future learning:</u> Y4 Unit 1 - Identifying climate zones and biomes found within continents. Y5 Unit 1 - Identifying the locations of countries, cities within the Americas.</p>	<p>Y6 Units 2 and 3 - Identifying locations of key mountains and volcanoes around the world.</p> <p><b>Unit 3: Why are rivers important?</b></p> <p><u>Builds on:</u> Y1 Unit 2 and Y3 Units 2 and 3 - Children can locate the countries, capital and major cities, regions and counties of the UK and Europe and have identified key physical features of these.</p> <p><u>Intent:</u> Children name and locate the major world rivers and rivers of the UK, our region and local area. They can identify the location of the source and mouth of the River Trent.</p> <p><u>Future learning:</u> Y5 Units 1 and 2 - Children identify and locate the major rivers of the Americas and of Brazil. Y5 Unit 3 - Children identify the location of significant coastal areas of the UK and link these to their learning about rivers.</p>	<p>physical features of the UK including its rivers.</p> <p><u>Intent:</u> Children locate significant coastal areas around the UK and key locations/features of our local coastline.</p> <p><u>Future learning:</u> Y6 Unit 4 - Predicting how coastal locations may change in the future.</p>	<p>earthquakes in Mexico using thematic maps.</p> <p><b>Unit 4: Into the future is our planet sustainable?</b></p> <p><u>Builds on:</u> All locational knowledge gained in Years 1 - 6 so far.</p> <p><u>Intent:</u> Children can draw on all of their locational knowledge and awareness to describe how locations might change over time and identify locations that are key to the sustainability of the planet in the future.</p>
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# PLACE KNOWLEDGE

*National Curriculum aim:*

- All pupils develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>*Discuss and begin to describe own significant places such as home and school.</p> <p>*Begin to identify the main geographical features of their immediate environment</p> <p>*Understand that places can have similarities and differences.</p> <p>*Develop a basic, personal understanding of the term 'place', linked to own homes, own classrooms and areas they use regularly, showing an awareness of where things belong and of the people within the school and at home</p>	<p>*Begin to understand that places can be significant for many reasons - location, buildings, landscape, community, culture or history.</p> <p>*Know that places be can be compared in many ways e.g. size, amenities, transport, location or weather.</p> <p>*Observe and describe some geographical similarities and differences between familiar places e.g. their street, school grounds, Lyme Valley area.</p> <p>*Recognise the difference between physical and human features.</p> <p>*Begin to understand that geographical features can change over time.</p>	<p>*Identify reasons why the places studied are significant and the people or groups who they are significant for.</p> <p>*Understand and explain the meaning of the term 'non-European country'.</p> <p>*Observe and describe some geographical similarities and differences between locations studied.</p> <p>*Explain the similarities and differences in the lives of children in the locations studied.</p> <p>*Explain the difference between human and physical geographical features.</p>	<p>* Make simple comparisons between some human and physical geographical features of the UK.</p> <p>*Describe how land use has changed over time in the UK locations studied (Stoke On Trent and the West Midlands Region)</p> <p>*Investigate and identify the key human and physical geographical features of the UK locations studied and of the continent of Europe.</p> <p>*Identify geographical similarities and differences between our local region and town and other UK regions and towns/cities.</p>	<p>*Understand some of the effects of climate on the human and physical geography of places.</p> <p>*Make comparisons between some of the physical and human geographical features of a European country (Italy) and the UK.</p> <p>*Investigate and describe the human and physical geography of the European region studied in depth (Italy).</p> <p>* Identify geographical similarities and differences between a region in Europe (Amalfi) and a region of the UK (Midlands)</p> <p>*Understand some of the ways in which rivers (including the Trent) affect the human and physical geography of places.</p>	<p>*Make comparisons between the human and physical geography of the continents of the Americas and Europe.</p> <p>*Compare and contrast a range of the human and physical features of North and South America, identifying similarities and differences.</p> <p>*Investigate and describe the human and physical geographical features of the regions in South America studied (Rio and the Amazon Rainforest) and compare to other regions previously studied.</p> <p>*Suggest and evaluate reasons for geographical similarities and differences between locations.</p> <p>* Understand some of the ways in which coastal areas and coastal features are affected by physical processes and human activity.</p>	<p>*Make a range of comparisons between the town studied (Leek) and other locations studied (N-U-L, Stoke on Trent, Amalfi and Rio De Janeiro).</p> <p>*Describe some of the effects of economic activity and distribution of natural resources on the people who live in the places studied.</p> <p>*Identify and describe geographical links (interconnections) between the range of places and processes studied.</p> <p>* Explain how human and physical features and processes interact and cause change over time.</p> <p>*Suggest ways in which the human and physical geography of places studied may change in the future based on a range of sources.</p>

**Unit (cycle A): Where is Lyme Valley? Where do I live?**

Intent: Children begin to identify and describe the features of familiar places. They begin to develop a sense of 'place', beginning with their home and school environments.

Future learning: Provides the foundations for understanding the concept of 'place' which will be built on in Years 1 - 6.

**Unit (cycle A): Where are the cold places in the world? Where do animals live?**

Intent: Children understand that some places in the world are colder than the place that they live in (focusing on the Poles) and can describe some of the features of these cold places.

Future learning: Y2 Unit 2 - Children develop their understanding of hot and cold places around the world.

**Unit (cycle B): Our local area and its features**

Intent: Children develop their sense of 'place' by beginning to describe their immediate

**Unit 1: What can we see around our school?**

Builds on: EYFS - Children can describe some of the features of familiar places including home and school.

Intent: Children can describe a range of geographical similarities and differences between a range of familiar places within and around the school grounds. They begin to understand that places be can compared in many different ways and that places can change over time.

Future learning: Y2 Unit 1 - Developing an understanding of N-U-L as a significant place.

**Unit 2: What do we know about our island home?**

Builds on: EYFS and Y1 Unit 1 - Children have developed an understanding of the geographical features of their immediate environment.

Intent: Children begin to compare significant places in the UK (e.g. capital cities) and identify some similarities and differences. Children can distinguish between physical and human features.

Future learning: Y1 Unit 3 - Understanding the continents and oceans as globally significant places.

Y3 Unit 2 - Identifying some of the similarities and differences between other cities/towns/regions within the UK.

**Unit 3: How can we use maps to find out about our world?**

**Unit 1: What is it like to live in N-U-L today?**

Builds on: EYFS and Y1 Unit 1 - Children are now familiar with a range of places in their school grounds and surrounding streets and can identify some of their geographical features.

Intent: Children develop a secure understanding of the difference between human and physical features and continue to develop their personal sense of 'place' by investigating the key human and physical features of N-U-L.

Future learning: Y3 Unit 1 - Developing an understanding of Stoke on Trent as a significant town in the local region.

**Unit 2: What is it like to live in hot and cold places?**

Builds on: EYFS - Developing an understanding of cold places in the world and the features of some of these places.

Intent: Children compare a range of hot and cold places around the world. They describe what life is like for people (including children) who live there and identify geographical similarities and differences between places.

Future learning: Y2 Unit 3 - Studying a place with a contrasting climate in depth. Y3 Unit 3 - Understanding the continent of Europe and its countries as significant

**Unit 1: How has Stoke on Trent changed?**

Builds on: KS1 - Children have an understanding of the concept of 'place' linked to the geographical features of their immediate local area.

Intent: Children can identify a range of geographical features in their local town and explain how it is similar to and different from N-U-L as a place. They develop their understanding of how the geography of a place can change over time by studying the land use in Stoke on Trent and identifying changes.

Future learning: Y3 Unit 2 - Developing their understanding of Stoke on Trent as a place within a county and region. Y4 Unit 3 - Identifying the impact of the River Trent and the Trent and Mersey Canal on Stoke on Trent.

**Unit 2: How can we use maps to find out about the countries of the UK?**

Builds on: Y1 Unit 2 - Children have been introduced to the capital cities of the UK and have identified some geographical similarities and differences between them.

Intent: Children develop their understanding of a wider range of places within the UK, including regions, counties and cities and begin to understand that places in the UK beyond our local area can be compared

**Unit 1: How does climate affect life on Earth?**

Builds on: Y1 Unit 4 - Children have an understanding of the effects of weather and the seasons on the geography of familiar places.

Y2 Unit 2 - Children can describe some of the geographical features of hot and cold places around the world.

Intent: Children develop their understanding of the concept of climate and can begin to explain the links between the climate of places and their human and physical features.

Future learning: Y5 Unit 1 - Children can apply their knowledge of the effect of climate on places around the world to places studied in the Americas.

**Unit 2: How does living in Amalfi compare to living in the Midlands of England?**

Builds on: Y2 Unit 3 - Children have practised comparing two contrasting places.

Y3 units - Children can describe and compare some of the geographical features of regions of the UK and countries of Europe.

Intent: Children develop their comparison skills further by comparing two contrasting regions - their home region and the Amalfi

**Unit 1: The Americas: a continent of contrasts?**

Builds on: Y3 and Y4 units - Children's place knowledge of the UK and Europe is secure and the focus moves to more geographically distant places. Intent: Children describe the key human and physical geographical features of the Americas and compare these with the features of Europe previously studied.

Future learning: Y6 Unit 3 - Children study the effects of two specific physical features (volcanoes and earthquakes) on the geography of Mexico.

**Unit 2: From Rio to the Rainforest: What do we know about life in Brazil?**

Builds on: Y4 Unit 2 - Children can compare the human and physical features of contrasting regions.

Intent: Children investigate and describe the human and physical features of Rio de Janeiro and the Amazon Rainforest in Brazil and compare these to the features of other regions. They can suggest a range of reasons for similarities and differences.

Future learning: Y6 Unit 4 - Explaining how human and physical features and processes interact and

**Unit 1: Village study: How has the village of Leek changed over time and how might it change in the future?**

Builds on: All place knowledge of our local area and region gained in previous year groups.

Intent: Children can make a range of comparisons between the human and physical features of the significant local village studied (Leek) and other locations studied (N-U-L, Stoke on Trent, Amalfi, Rio De Janeiro). They can describe and compare some of the effects of economic activity and distribution of resources in the places studied and suggest how the economy of Leek could be improved.

**Unit 2: How are mountains formed?**

Builds on: Y3 - 5 Units - Children have studied a range of physical geographical features (including rivers and coasts) and their impacts on places.

Intent: Children investigate the effects of mountains on other physical and human geographical features in a range of places around the world.

**Unit 3: What impact do volcanoes have on the population?**

Builds on: Y6 Unit 2 - Children have an understanding of how different types of mountains can

<p>environment and its geographical features, including some similarities and differences between familiar places.</p> <p><b>Future learning:</b> Provides the foundations for place awareness and understanding in future local area units in Years 1 - 6.</p> <p><b>Unit (cycle B): What is it like at the seaside?</b> <b>Intent:</b> Children begin to build their understanding of the seaside as a nearby place and can identify some of the key geographical features that can be found there.</p> <p><b>Future learning:</b> Provides the foundations for place awareness and understanding in future local area units in Years 1 - 6.</p> <p><b>Units (cycles A and B): Autumn, Winter, Spring and Summer</b> <b>Intent:</b> Children can identify how the daily weather and seasonal changes affect their immediate environment.</p> <p><b>Future learning:</b> Y1 Unit 4 - Identifying effects of weather and seasonal changes on a wider range of places and in more depth.</p>	<p><b>Builds on:</b> EYFS and Y1 Unit 2 - Children have begun to recognise features of places beyond their immediate environment.</p> <p><b>Intent:</b> Children recognise the seven continents and five oceans as globally significant places.</p> <p><b>Future learning:</b> Y2 Units 2 - Describing how living in a range of hot and cold places can be different to living in their home location. Y2 Unit 3 - Developing an understanding of Nairobi in Kenya as a contrasting location.</p> <p><b>Unit 4: What is the weather like where we live?</b> <b>Builds on:</b> EYFS - Children can identify daily weather conditions using basic vocabulary and recognise some seasonal patterns/changes. <b>Intent:</b> Children can identify and describe seasonal and daily weather patterns and understand some of the effects of weather and the seasons on their immediate environment. <b>Future learning:</b> Y2 Unit 2 - Identifying similarities and differences between hot and cold places.</p>	<p>places and describing key features.</p> <p>Y4 Unit 1 - Introduction to world climates and how they affect the geography of places.</p> <p><b>Unit 3: How does living in Stoke on Trent compare to living in N-U-L?</b> <b>Builds on:</b> Y1 Unit 3 - Children have an understanding of Africa as one of the world's seven continents. Y2 Units 1 and 2 - Children can describe the key human and physical features of N-U-L and have compared a range of hot and cold places and their features. <b>Intent:</b> Children develop their understanding of 'place' by investigating and describing the features of a small area within a contrasting non-European country (Nairobi in Kenya) and identify similarities and differences between Stoke on Trent and N-U-L. <b>Future learning:</b> KS2 - Developing an understanding of 'place' by studying a range of contrasting places outside the UK and comparing with our home location.</p>	<p>and contrasted according to their geographical features.</p> <p><b>Future learning:</b> Y4 Unit 2 - Comparing our region with the Amalfi coast region in Italy.</p> <p><b>Unit 3: What do we know about our European neighbours?</b> <b>Builds on:</b> KS1 - Children are aware of some globally significant places around the world, including the seven continents, five oceans and a range of hot and cold places. <b>Intent:</b> Children develop an understanding of Europe as the continent that the UK is located in and can describe some aspects of its human and physical geography. <b>Future learning:</b> Y4 Unit 2 - Studying a region of a European country in depth. Y5 Unit 1 - Developing an understanding of more distant 'places' (the Americas) in depth.</p>	<p>coast region in Italy. They can identify and describe a range of similarities and differences in the human and physical geography of each region.</p> <p><b>Future learning:</b> Y5 Unit 2 - Comparing the human and physical features of a region in Brazil to our local region.</p> <p><b>Unit 3: Why are rivers important?</b> <b>Builds on:</b> Y3 Units 2 and 3 - Children understand that rivers are a significant physical feature and have begun to identify some of the most significant rivers in the UK and Europe. <b>Intent:</b> Children can explain the effects of rivers on the human and physical geography of the places they flow through, with a focus in depth on the River Trent and its impact on the Midlands. <b>Future learning:</b> Y5 Units 1 and 2 - Children describe the impact of rivers on places studied in the Americas. Y5 Unit 3 - Children study the coastline (and its effects on places) as another significant local geographical feature.</p>	<p>how the geography of places might change in the future.</p> <p><b>Unit 3: What do we know about our local coastline?</b> <b>Builds on:</b> Y4 Unit 3 - Children begin to understand some of the links between physical geographical features and human geography. <b>Intent:</b> Children describe the human and physical geography of a range of significant coastal locations and identify how the coastline is affected by physical processes and human activity. <b>Future learning:</b> Y6 Unit 4 - Identifying how the geography of places (including coastal locations) might change in the future.</p>	<p>affect the human and physical geography of places.</p> <p><b>Intent:</b> Children can describe and evaluate in detail the impact of volcanoes over time on the human and physical geography of Mexico and other significant places.</p> <p><b>Unit 4: Into the future is our planet sustainable?</b> <b>Builds on:</b> All place knowledge gained so far in Years 1 - 6. <b>Intent:</b> Children evaluate how places they have previously studied might change in the future by applying their knowledge about the interdependence of human and physical features and processes and how these have impacted on the range of places studied.</p>
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## HUMAN AND PHYSICAL GEOGRAPHY

*National Curriculum aim:*

- All pupils understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>* Begin naming features/familiar places within the local environment e.g. school, home, house, road, park</p> <p>* Make observations of the local environment and begin to understand why some things occur and/or change</p> <p>* Identify and begin to describe the daily weather and seasons using basic vocabulary</p> <p>* Identify similarities and differences between familiar places using basic vocabulary</p>	<p>*Begin to understand the differences between human (e.g. city, town, village, shop) and physical (e.g. hill, sea, river, weather) geographical features.</p> <p>* Identify key human and physical features of familiar places including the school, its grounds and the surrounding environment</p> <p>*Begin to express opinions on the features of the immediate local environment</p> <p>*Use some basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of places studied</p> <p>*Identify seasonal and daily weather patterns in the UK and explain how the weather changes with each season</p>	<p>*Explain the main differences between human and physical geographical features.</p> <p>* Understand and use a range of basic geographical vocabulary (see NC and vocabulary section of this grid) to identify key human and physical features of the places studied</p> <p>*Make simple comparisons between the key human and physical features of places studied (e.g. N-U-L and Nairobi)</p> <p>*Express a range of opinions on the features of N-U-L and suggest improvements that could be made</p> <p>*Discuss where in the world is hot and cold in relation to the Northern and Southern Hemispheres, Equator, Arctic and Antarctic Circles and North and South Poles.</p>	<p>* Begin to understand the terms 'physical geography' (the study of the natural features of the Earth) and 'human geography' (the study of how human activity affects or is influenced by the Earth's surface and environment).</p> <p>*Begin to use a wider geographical vocabulary (see vocabulary section of this grid) to identify, describe and compare the human and physical features of the places studied.</p> <p>*Identify types and sizes of settlement found in the UK and describe the some of the characteristics of different settlements.</p> <p>*Identify and describe land use in the UK and understand how this has changed over time in the locations studied (Stoke on Trent and the Midlands)</p> <p>*Identify some examples of the economic activity of the locations studied.</p>	<p>* Explain the differences between the terms 'human geography' and 'physical geography'.</p> <p>*Use a wide geographical vocabulary (see vocabulary section of this grid) to identify, describe and compare the human and physical features of the countries and regions studied.</p> <p>* Describe and understand the concept of climate.</p> <p>*Identify the key features of the world's climate zones, biomes and vegetation belts</p> <p>*Understand the main processes of the water cycle and describe some of its effects on the climate and physical geography of the Earth.</p> <p>*Describe the key features and uses of rivers (including the Trent) and understand how their features and uses have changed over time.</p> <p>*Begin to understand what a volcano is and describe how a volcano can impact the human and physical geography of a place (focus on Mount Vesuvius in Amalfi)</p> <p>* Describe and explain the economic activity of the location studied (Amalfi).</p>	<p>* Begin to understand the links between the human and physical geography of the places studied.</p> <p>*Secure and further develop the use of a wide geographic vocabulary (see vocabulary section of this grid) to identify, describe and compare the human and physical features of the continents, countries and regions studied.</p> <p>* Understand the impact of climate zones and biomes on the human and physical geography of the Americas.</p> <p>*Understand and explain how rivers can impact and change the physical and human geography of the locations studied.</p> <p>* Identify, explain and compare the economic activity, land use and distribution of natural resources in the locations studied (Rio de Janeiro and the Amazon Rainforest in Brazil.)</p> <p>*Identify and understand the impacts over time of key environmental issues in the locations studied (e.g. deforestation, wildfires)</p> <p>* Identify the physical and human activities associated with the UK and local coastline.</p>	<p>* Secure understanding of the links between the human and physical geography of the places studied.</p> <p>*Confidently use a wide geographic vocabulary to identify, describe and compare the human and physical features of all of the locations studied.</p> <p>*Identify how the physical and human geographical features of a local village has an impact on economic activity and suggest ways in which the local economy/services could be improved.</p> <p>* Understand the key features of and the physical processes involved in the formation of mountains, volcanoes and earthquakes.</p> <p>*Describe, compare and evaluate some of the effects/impacts of mountains, volcanoes and earthquakes on the human and physical geography of the locations studied.</p> <p>* Evaluate the impacts of trade links and the distribution of natural resources (energy, food, minerals and water) around the world</p> <p>* Investigate the future sustainability of the planet in the future and suggest ways in which sustainability could be improved.</p>

**Unit (cycle A): Where is Whale Hill? Where do I live?**

Intent: Children begin to explore the human and physical features of their immediate environment and begin to use basic vocabulary to identify these.  
Future learning: Provides the foundations for developing an understanding of human and physical geographical features in KS1.

**Unit (cycle A): Where are the cold places in the world? Where do animals live?**

Intent: Children understand that physical features (e.g. weather) in some places in the world contrast with those found in their own environments.  
Future learning: KS1 - Comparing physical geographical features of our local area to other locations.

**Unit (cycle B): Our local area and its features**

Intent: Children continue to identify key human and physical features of their local area, begin to understand how some of these have changed and begin to identify some similarities and

**Unit 1: What can we see around our school?**

Builds on: EYFS - Children can identify some of the human and physical features of familiar places using basic vocabulary.  
Intent: Children continue to develop their understanding of the human and physical features of the school, its grounds and the immediate local area. They begin to express their opinions on these features and can use basic geographical vocabulary to describe them.  
Future learning: Y2 Unit 1 - Describing the human and physical geographical features of N-U-L.

**Unit 2: What do we know about our island home?**

Builds on: EYFS and Y1 Unit 1 - Children can identify examples of physical and human features from their immediate environment.  
Intent: Children begin to develop an understanding of some of the physical (e.g. surrounding seas) and human (e.g. capital cities) features of the UK and can understand the differences between physical and human features.  
Future learning: Y3 Unit 2 - Developing an understanding of the human and physical geography of the UK.

**Unit 3: How can we use maps to find out about our world?**

Builds on: EYFS - Children have begun to recognise that

**Unit 1: What is it like to live in N-U-L today?**

Builds on: EYFS and Y1 Unit 1 - Children can use basic vocabulary to identify physical and human features within their immediate environment.  
Intent: Children can identify and express their opinions on some of the physical and human features of N-U-L and suggest possible improvements that could be made to the local area. They secure their understanding of the differences between human and physical features.  
Future learning: Y3 Unit 1 - Identifying the physical and human geography of Stoke on Trent and the Midlands, including how elements of these have changed over time.

**Unit 2: What is it like to live in hot and cold places?**

Builds on: EYFS - Children understand some of the physical geographical features of the world's cold places.  
Intent: Children identify the key human and physical features of a range of hot and cold places around the world and some of the similarities and differences between these places.  
Future learning: Y2 Unit 3 - Identifying the human and physical features of a contrasting area in a non-European country.

**Unit 1: How has Stoke on Trent changed?**

Builds on: KS1 - Children have a secure understanding of the human and physical geographical features of their local area.  
Intent: Children develop their understanding of the physical and human geography of their local town. They can identify some of the economic activity that takes place in the town and establish a range of reasons why people visit the town.  
Future learning: Y3 Unit 2 - Developing their understanding of the concepts of settlement and land use and identifying how these have changed over time in Stoke on Trent and the Midlands.  
Y4 Unit 3 - Identifying the features and uses of a local river over time.

**Unit 2: How can we use maps to find out about the countries of the UK?**

Builds on: Y1 Unit 2 - Children have an understanding of some of the key human and physical features of the UK.  
Intent: Children secure their understanding of the terms 'physical geography' and 'human geography' and apply these to their learning about the UK. They identify types of settlement and land use in the country as well as identifying and comparing

**Unit 1: How does climate affect life on Earth?**

Builds on: Y1 Unit 4 - Children have an understanding of weather and the seasons as physical processes.  
Y2 Unit 2 - Children understand some of the similarities and differences between the human and physical features of hot and cold places.  
Intent: Children develop an understanding of the concept of climate and identify the key features of the world's climate zones, biomes and vegetation belts. They begin to understand how climate can change over time and some of the effects that climate change can have.  
Future learning: Y5 Unit 1 - Children can apply their knowledge of climate to its impact on the physical and human geography of the Americas.  
Y6 Unit 4 - Developing understanding of the effects of climate change on the future sustainability of the planet.

**Unit 2: How does living in Amalfi compare to living in the Midlands of England?**

Builds on: Y2 Unit 3 - Children have compared the human and physical features of two contrasting locations.  
Y3 units - Children can describe and compare some of the geographical features of regions of the UK and countries of Europe.  
Intent: Children develop their understanding of the human and physical geography of the Midlands and of the region of Amalfi in Italy and compare

**Unit 1: The Americas: a continent of contrasts?**

Builds on: Y3 and Y4 units - Children's knowledge of the human and physical geography of the UK and Europe is secure and the focus moves to more geographically distant places.  
Intent: Children apply their knowledge of the human and physical geography previously studied to a study of the Americas. They can identify the impact of climate zones, biomes and rivers on life in the Americas and understand how these and other factors can affect population distribution and density.  
Future learning: Y5 Unit 2 - Children study the human and physical regions in South America in depth.  
Y6 Unit 3 - Children study the effects of two specific physical features (volcanoes and earthquakes) on the geography of Mexico.

**Unit 2: From Rio to the Rainforest: What do we know about life in Brazil?**

Builds on: Y4 Unit 2 - Children can compare the human and physical geography of a region in Europe with their home region.  
Intent: Children describe the human and physical geography of Rio De Janeiro and the Amazon rainforest in Brazil. They investigate the economic activity, land use and environmental issues in these locations and make comparisons with our region. They can discuss issues linked to the distribution of

**Unit 1: Village study: How has the village of Leek changed over time and how might it change in the future?**

Builds on: All human and physical geography studied in local area units in Years 1 - 6.  
Intent: Children apply their understanding of the links between human and physical geography to investigate how the geography of a local village has an impact on economic activity and suggest ways that the village could improve its economy.

**Unit 2: How are mountains formed?**

Builds on: Y3 - 5 Units - Children have studied a range of physical geographical features (including rivers and coasts) and their features.  
Intent: Children identify the key features of mountains and understand the physical processes that lead to their formation, including an understanding of plate tectonics. They can evaluate some of the impacts (both positive and negative) of mountains on human activity, with a focus on Mount Everest.

**Unit 3: How do volcanoes and earthquakes affect life in Mexico?**

Builds on: Y4 Unit 2 and Y6 Unit 2 - Children have a basic understanding of what a volcano is and have studied some of the impacts of one volcano (Mount Vesuvius) on its surrounding area.



<p>differences between these features/places. <u>Future learning:</u> Provides the foundation for understanding the human and physical geography of the wider local area and region in Years 1 - 6.</p> <p><b>Unit (cycle B): What is it like at the seaside?</b> <u>Intent:</u> Children identify some of the human and physical features in a contrasting local location and can compare it to where they live. <u>Future learning:</u> Provides the foundation for understanding the human and physical geography of the wider local area and region in Years 1 - 6.</p> <p><b>Units (cycles A and B): Autumn, Winter, Spring and Summer</b> <u>Intent:</u> Children begin to develop an understanding of the process and changes associated with weather and seasons. <u>Future learning:</u> Y1 Unit 4 - Developing understanding of the processes and changes involved with weather and the seasons in more depth.</p>	<p>physical features in some places in the world are different from those in their own environment. <u>Intent:</u> Children begin to develop an understanding of physical features in the wider world and use basic vocabulary (e.g. ocean, sea, continent) to identify these. <u>Future learning:</u> Y2 Unit 2 - Identifying some of the physical and human geographical features of hot and cold places around the world. Y2 Unit 3 - Comparing the key human and physical features of Nairobi and N-U-L.</p> <p><b>Unit 4: What is the weather like where we live?</b> <u>Builds on:</u> EYFS - Children have begun to understand the process and some of the changes associated with weather and the seasons. <u>Intent:</u> Children can identify and describe seasonal and daily weather patterns and explain seasonal patterns and changes, including how the weather changes with each season. <u>Future learning:</u> Y2 Unit 2 - Identifying similarities and differences between hot and cold places.</p>	<p>Y3 Units 2 and 3 - Identifying some of the key human and physical features in the UK and Europe. Y4 Unit 1 - Understanding the concept of 'climate' and its effect on the human and physical geography of the world.</p> <p><b>Unit 3: How does living in Nairobi compare to living in N-U-L?</b> <u>Builds on:</u> Y1 Unit 3 - Children understand some of the physical geographical features found in continents around the world, including Africa. Y2 Units 1 and 2 - Children can describe the key human and physical features of N-U-L and have compared a range of hot and cold places and their features. <u>Intent:</u> Children identify the key human and physical features of Nairobi in Kenya and make comparisons with the features found in their local area (N-U-L). They can describe some of the reasons for similarities and differences between the two locations. <u>Future learning:</u> KS2 - Comparing the human and physical geography of a range of places outside the UK with our home location.</p>	<p>human and physical characteristics of UK regions. <u>Future learning:</u> Y4 Unit 2 - Comparing the human and physical geography of Amalfi with the Midlands.</p> <p><b>Unit 3: What do we know about our European neighbours?</b> <u>Builds on:</u> KS1 - Children are aware of some of the key human and physical features of a range of locations around the world. <u>Intent:</u> Children develop an understanding of the human and physical geography of Europe, including its countries, cities and key features. <u>Future learning:</u> Y4 Unit 2 - Studying the human and physical of a region of Europe (Amalfi) in depth. Y5 Unit 1 - Identifying and describing the human and physical geography of more distant continents (the Americas).</p>	<p>and contrast the two regions, with a focus on physical features and economic activity. They understand what a volcano is and how geographical features like volcanoes affect where people settle. <u>Future learning:</u> Y5 Unit 2 - Describing the human and physical geography of a region in Brazil and making comparisons with our local region.</p> <p><b>Unit 3: Why are rivers important?</b> <u>Builds on:</u> Y3 Units 2 and 3 - Children understand that rivers are a physical geographical feature and have identified examples in the UK and Europe. <u>Intent:</u> Children understand the water cycle, its associated processes and some of its effects on Earth's geography. They identify how rivers are linked to the water cycle and understand the key features and uses of rivers and how these have changed over time, with a focus on the River Trent. <u>Future learning:</u> Y5 Units 1 and 2 - Children learn about the impacts of rivers on the human and physical geography of the regions studied in the Americas. Y5 Unit 3 - Applying knowledge of the water cycle and rivers to a study of the coastline.</p>	<p>resources in these areas and understand that human activity and physical processes can have an impact on locations. <u>Future learning:</u> Y6 Unit 4 - Studying the interaction between human and physical processes in more depth.</p> <p><b>Unit 3: What do we know about our local coastline?</b> <u>Builds on:</u> Y4 Unit 3 - Children have an understanding of the water cycle and rivers as key aspects of physical geography. <u>Intent:</u> Children understand the physical processes associated with the formation of coastal features and the impact of human activity on these processes. <u>Future learning:</u> Y6 Unit 4 - Investigating the effects of climate change on the coastline of the UK.</p>	<p><u>Intent:</u> Children describe the human and physical and geography of Mexico with a focus on its earthquakes and volcanoes and their impact. They develop an understanding of the key features and processes involved in earthquakes and volcanoes and draw on their previous learning to evaluate the impact on human activity, including settlement patterns.</p> <p><b>Unit 4: Into the future is our planet sustainable?</b> <u>Builds on:</u> All previous knowledge of human and physical geography gained in Years 1 - 6. <u>Intent:</u> Children investigate the effects of climate change in more depth and breadth following their introduction to the topic in Year 4, They examine the distribution of natural resources including energy, food, minerals and water around the planet and give their opinions and suggestions on sustainability in the future.</p>
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# GEOGRAPHICAL SKILLS AND FIELDWORK

National Curriculum aim:

- All pupils are competent in the geographical skills needed to:
  - Collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - Communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p><b>Graphicacy skills:</b>                      *Identify a map.                      * Begin to make attempts at drawing a map                      *Make attempts to draw and label features of familiar environments and imaginary places                      *Begin to use secondary sources (e.g. photographs, sketches or films) to find out about places</p> <p><b>Fieldwork enquiry and practical skills:</b>                      *Make basic observations of familiar environments, including identifying some similarities and differences between places.                      *Use everyday language to talk about distance and relative positions (behind, next to) in the local environment.</p> <p><b>Academic skills:</b>                      * Begin to ask and answer simple questions about what has been observed.</p>	<p><b>Graphicacy skills:</b>                      *Use a globe and world map and locate continents and oceans and a UK map to identify countries, capitals and surrounding seas.                      *Begin to follow routes on prepared maps                      *Use basic symbols in a key                      *Draw own maps and plans by drawing around shapes/using own symbols                      *Use tallies and simple tables (from Maths NC)                      *Begin to use aerial/satellite photos and plan perspectives to recognise familiar features</p> <p><b>Fieldwork enquiry and practical skills</b>                      *Engage in simple, teacher-led fieldwork enquiries                      * Begin to use first-hand observation, including using the senses, to identify features/patterns including similarities and differences.                      *Begin to use simple locational (e.g. near/far) and compass directions/directional language (e.g. NSEW) to describe features and routes.</p>	<p><b>Graphicacy skills:</b>                      *Use world maps, globes and atlases to identify locations studied                      *Devise a simple map of a place in the local area                      *Use and construct basic symbols in a key                      *Begin to recognise and identify basic OS symbols                      *Use simple grid references (e.g. A1, D7) to locate squares on a map                      * Zoom in/out and begin to highlight/annotate digital maps                      *Use pictograms, tally charts, and simple tables (from Maths NC)                      *Use aerial/satellite photos and plan perspectives to locate and identify local landmarks and features</p> <p><b>Fieldwork enquiry and practical skills</b>                      *Engage in teacher-led/guided enquiries                      *Use first-hand observation to comment on features/patterns/similarities and begin to measure using standard units</p>	<p><b>Graphicacy skills:</b>                      *Begin to use a wider range of maps (including OS maps) as well as atlases, globes and digital mapping to locate countries and describe features studied.                      *Create a simple sketch map e.g. of a short route followed, with symbols and a key                      *Begin to understand more complex keys (e.g. wider range of OS symbols, size of symbol for quantity)                      *Know that four-figure grid references can be used to identify locations and begin to use them.                      *Work out simple distances on maps and digital maps (e.g. aerial distance or along a straight road)                      *Begin to understand the use of scale on maps (link to positive integer scaling and simple correspondence from Maths NC)                      * On digital maps, begin to identify scale and annotate with text and labels                      *Use bar charts and more complex tables (from Maths NC)                      *Begin to understand the purpose/reliability of different image types</p>	<p><b>Graphicacy skills:</b>                      *Use a wider range of maps (including OS maps at varying scales) as well as atlases, globes and digital mapping to locate countries and describe features studied.                      *Use the contents/index of an atlas                      *Draw a map (including symbols and key) from a description and compare to other maps                      *Use complex keys (e.g. making estimates based on size of symbols)                      *Understand the purpose of contour lines on maps.                      *Begin to draw to scale and understand and use scale-bars (link to integer correspondence from Maths NC)                      * Use scales to estimate distances e.g. along a road/river                      *Use four-figure grid references to identify and describe locations.                      *On digital maps, accurately measure distances, including non-linear distances and annotate with markers, text, photographs, hyperlinks, etc.                      *Use bar charts, time graphs and discrete and continuous data (from Maths NC)</p>	<p><b>Graphicacy skills:</b>                      *Use a wide range of maps (including OS maps at varying scales and thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied                      * Explain ideas using a thematic map for reference                      *Draw to scale from given measurements/using observations and compare to other maps                      *Compare and evaluate maps with different scales                      *Begin to create own complex keys using mathematical concepts (e.g. size of symbol for quantity)                      * Begin to use six-figure grid references to identify and describe locations                      *On digital maps, use linear and area measuring tools and start to use and contrast digital maps at different scales                      *Complete and interpret tables (including timetables where appropriate) and line graphs (from Maths NC)                      *Compare images that have been altered using digital technologies and explain the impact that this has (e.g. reliability)</p>	<p><b>Graphicacy skills:</b>                      *Use a wide range of maps (including OS maps at varying scales and distribution/thematic maps) as well as atlases, globes and digital mapping to locate countries and describe features studied                      *Confidently use distribution/thematic maps to illustrate an idea or discussion                      *Explain how types of map give different perspectives/show prejudice (e.g. Peters Projection)                      *Design/draw distribution/thematic maps                      *Create scale-bars on maps and draw to scale for maps/sketches, comparing own drawing to other maps and evaluating accuracy                      *Create own complex keys using mathematical concepts (e.g. size of symbol for quantity, using metric/imperial equivalents)                      *Use six figure grid references to identify and describe locations                      *On digital maps, use linear and area measuring tools confidently to illustrate ideas and make appropriate selections from maps to inform research                      *Interpret and construct pie charts and line graphs based on data and calculate and interpret the mean as an average (from Maths NC)                      *Compare and then carefully select images for a purpose (e.g. as evidence or to show reliability)</p>

\*Understand what a compass is and begin to use one for simple navigation.

**Academic skills:**

- \* Ask and answer simple questions when prompted about what has been observed.
- \*Understand that we can find out about the world from a range of sources (link to History NC)
- \*Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams.

\*Use a compass (four compass points) to follow and describe routes  
\*Use simple locational and directional language and compass directions to describe features and routes (e.g. left/right from own perspective, NSEW).

**Academic skills:**

- \*Confidently ask and answer questions about what has been observed
- \*Start to make selections from or within sources of information.
- \*Identify ways in which Geography is presented and represented (e.g. fiction, images, maps)
- \*Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.

**Fieldwork enquiry and practical skills:**

- \*Engage in guided enquiries and begin to suggest own questions for enquiry
- \*Begin to evaluate own observations and compare them with others
- \*Understand the eight compass points and begin to use them to follow routes
- \*Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, volume, angles, area and scales)
- \*Secure use of left/right from any perspective (e.g. with an upside-down map) and use eight compass points to describe routes

**Academic skills**

- \*Begin to frame questions and answers in geographically valid ways (e.g. linked to similarities and differences or change over time)
- \*Select information according to relevance (e.g. identifying only 'main' landmarks or features)
- \*Begin to understand the difference between primary and secondary data (link to History NC)
- \*Understand that there are different ways to represent geographical information and that these might inform opinions/beliefs
- \*Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.

\*Understand and explain the purpose/reliability of different image types, including oblique views

**Fieldwork enquiry and practical skills:**

- \*Engage in guided enquiries and suggest own questions for enquiry
- \*Evaluate own observations and compare them with others
- \*Use the eight points of a compass to follow and describe routes and identify locations
- \*Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area and scales)

**Academic skills:**

- \*Ask and answer geographically valid questions (e.g. about cause and effect, reliability, change and difference)
- \*Identify connections, contrasts and trends in observations or information selected
- \*Recognise that geographical 'facts' can vary depending on the source and begin to suggest reasons for this.
- \*Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.

**Fieldwork enquiry and practical skills:**

- \*Begin to complete enquiries based on own suggested questions
- \*Evaluate own observations, compare them with others and begin to draw conclusions
- \*Convert between the eight points of a compass and azimuth bearings (e.g. NE = 45°) and use to follow/describe routes
- \*Apply age-appropriate Maths knowledge to understanding of geography (e.g. length, distance, mass, capacity/volume, angles, area scales, negative numbers for temperature, equivalences between metric and imperial measures)

**Academic skills:**

- \*Ask and answer geographically valid questions (e.g. about significance, reliability, relevance and perspective)
- \*Explain the usefulness, reliability and relevance of information
- \*Begin to understand how geographical 'facts' are often interpreted to support opinions
- \*Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.

**Fieldwork enquiry and practical skills:**

- \*Complete enquiries based on own suggested questions and offer suggestions for future enquiries based on results
- \*Evaluate own observations, compare them with others and draw conclusions
- \*Show awareness of the 16-point compass rose and compass quadrant bearings (e.g. 103° = S 77° E)
- \*Apply age-appropriate Maths knowledge to understanding of Geography (e.g. length, distance, mass, capacity, area, scales, negative numbers for temperature, converting between metric and imperial measures, calculating volume)

**Academic skills:**

- \*Regularly ask and answer perceptive questions in geographically valid ways
- \*Thoughtfully organise information by relevance and begin to critique information provided by a range of sources
- \*Explain how geographical 'facts' are used and interpreted to support opinions and begin to understand the idea of 'tertiary' sources/data.
- \*Present information using age-related tables, graphs and charts, maps and plans, drawings and perspectives, posters and diagrams and digital presentations.

<p><b>Unit (cycle A): Where is Whale Hill? Where do I live?</b>  <u>Intent:</u> Children learn what a map is and what they are used for using age-appropriate examples. They begin to make observations, discuss and ask and answer questions about familiar environments.  <u>Future learning:</u> Provides the foundations for developing geographical skills (including fieldwork enquiry) in all other future units.</p> <p><b>Unit (cycle A): Where are the cold places in the world? Where do animals live?</b>  <u>Intent:</u> Children are introduced to the world map and the locations of the Poles. They begin to use secondary sources to find out about new/unfamiliar places.  <u>Future learning:</u> KS1 - Developing their understanding of the world map, including the location of continents, oceans and a range of hot and cold areas.</p> <p><b>Unit (cycle B): Our local area and its features</b>  <u>Intent:</u> Children learn about a range of geographical features in their environment and draw and make attempts to label examples of these. They can describe the</p>	<p><b>Unit 1: What can we see around our school? (FIELDWORK TO BE COVERED IN THIS UNIT)</b>  <u>Builds on:</u> EYFS - Children know what a map is and have begun to use them to identify and locate geographical features.  <u>Intent:</u> Children learn to follow a route on a prepared map/plan of school grounds/immediate local area and begin to draw own maps/plans of familiar places/routes followed, using own symbols in simple keys. They are introduced to compasses and compass directions and begin to use them on their walks. They can use aerial photos e.g. from Google Maps to identify familiar features within the school grounds and use tallies and tables to present findings from fieldwork.  <u>Future learning:</u> Y2 Unit 1 - Fieldwork visit to N-U-L, developing observational skills and learning how to present geographical findings in a range of ways.</p> <p><b>Unit 2: What do we know about our island home?</b>  <u>Builds on:</u> EYFS and Y1 Unit 1 - Children have begun to use maps to locate and identify geographical features within school grounds and the immediate local environment.  <u>Intent:</u> Children are introduced to UK maps and are able to use them to locate the countries, capital cities and surrounding seas of the UK. They use a range of other</p>	<p><b>Unit 1: What is it like to live in N-U-L today? (FIELDWORK TO BE COVERED IN THIS UNIT)</b>  <u>Builds on:</u> EYFS and Y1 Unit 1 - Children can make observations in familiar locations and attempt to draw and follow routes on maps. They know what compass directions are and can use aerial photos to identify features.  <u>Intent:</u> Children continue to develop first-hand observation skills, following routes on maps and identifying features, simple patterns and similarities and differences during their fieldwork. They devise their own maps with symbols and keys and begin to recognise some OS symbols on maps used. They can make selections from a wider range of sources to gain information, begin to use digital mapping and present their findings using pictograms, tallies and tables.  <u>Future learning:</u> Y3 Unit 1 - Fieldwork visit to Stoke on Trent, developing their mapping skills to include the use of four-figure grid references and an understanding of eight compass points.</p> <p><b>Unit 2: What is it like to live in hot and cold places?</b>  <u>Builds on:</u> EYFS and Y1 Unit 3 - Children can locate continents and oceans on world maps and globes and understand that these areas</p>	<p><b>Unit 1: How has Stoke On Trent changed? (FIELDWORK TO BE COVERED IN THIS UNIT)</b>  <u>Builds on:</u> KS1 - Children have experience of using a range of maps of their immediate local area, including the use of simple keys, OS symbols, grid references and four compass points. They can use first-hand observation during fieldwork to ask and answer questions and identify similarities and differences.  <u>Intent:</u> Children begin to suggest geographical questions that could be investigated during a fieldwork study of Stoke on Trent. They create sketch maps of routes followed using symbols and keys and begin to use four-figure references to identify locations. They begin to use eight compass points to give directions and locations and they use a range of charts and tables to present and begin to compare their findings based on primary and secondary data.  <u>Future learning:</u> Y3 Unit 2 - Developing understanding of UK mapping and how to present geographical information in different ways.  Y4 Unit 3 - Fieldwork study of the River Trent, investigating its features, uses and significance in the local area.</p> <p><b>Unit 2: How can we use maps to find out about the countries of the UK?</b>  <u>Builds on:</u> Y1 Unit 2 - Children have an understanding of the UK map and can identify key features of the UK.</p>	<p><b>Unit 1: How does climate affect life on Earth?</b>  <u>Builds on:</u> Y2 Unit 2 - Children can identify the locations of the Poles, the Arctic and Antarctic Circles and the Northern and Southern Hemispheres on world maps and globes and understand how the location of places can affect temperature.  <u>Intent:</u> Children ask and answer geographically valid questions about the concept of climate and map the climate zones, biomes and vegetation belts of the world. They investigate the concept of climate change including how this is represented in different ways by different sources and they begin to discuss the reliability of these sources.  <u>Future learning:</u> Y5 Unit 1 - Children map the biomes of the Americas in more depth and use these maps to explain ideas.  Y6 Unit 4 - Developing understanding of the use of maps to illustrate ideas or opinions.</p> <p><b>Unit 2: How does living in Amalfi compare to living in the Midlands of England?</b>  <u>Builds on:</u> Y2 Unit 3 and Y3 Unit 2 - Children have used maps and range of sources to compare geographical features of our region with areas/regions in the UK and beyond.  <u>Intent:</u> Children use a range of sources to investigate the human and physical</p>	<p><b>Unit 1: The Americas: a continent of contrasts?</b>  <u>Builds on:</u> Y3 Unit 3 - Children have had experience of using maps of Europe as a continent to investigate geographical questions and identify geographical features.  <u>Intent:</u> Children begin to use a wider range of maps (including thematic/distribution maps) to investigate and describe the human and physical geography of the Americas. They identify lines of longitude on a map and recognise the link between these and the concept of time zones. They compare images and other sources linked to the Americas and begin to understand how these can be interpreted in different ways.  <u>Future learning:</u> Y5 Unit 2 - Developing an understanding of regions in South America using a range of maps and geographical sources.</p> <p><b>Unit 2: From Rio to the Rainforest: What do we know about life in Brazil?</b>  <u>Builds on:</u> Y4 Unit 2 - Children can ask and answer questions about and make a range of comparisons between our home region and a region in another country, using a range of sources.  Y5 Unit 1 - Children can use a range of maps to identify and describe human and physical geographical features of the Americas.  <u>Intent:</u> Children begin to suggest their own questions to investigate when comparing two regions in Brazil (Rio De Janeiro and the Amazon</p>	<p><b>Unit 1: Town study: How has the village of Leek changed over time and how might it change in the future? (FIELDWORK TO BE COVERED IN THIS UNIT)</b>  <u>Builds on:</u> All skills covered in fieldwork units in Years 1 - 6.  <u>Intent:</u> Children use a range of maps at varying scales (including their own thematic/distribution maps) and their own suggested questions to investigate change over time and economic activity as part of a settlement study of a significant village in the Peak District. They use six-figure grid references and the eight-point compass confidently to describe locations and follow routes and begin to show an awareness of the sixteen-point compass and quadrant bearings. They draw maps to scale, compare their drawings to original maps to ensure accuracy and organise and present their findings in a range of ways.</p> <p><b>Unit 2: How are mountains formed?</b>  <u>Builds on:</u> Y3 - 5 Units - Children have used a range of sources of increasing complexity to study a range of physical features and processes.  <u>Intent:</u> Children begin to understand the idea of 'tertiary' sources/data and use examples to research how different types of mountains are formed and the physical processes involved. They use digital maps with confidence to illustrate their ideas, including linear and area measuring tools and they are able to identify with confidence how geographical 'facts' can be used to illustrate and</p>
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<p>location/position of some of these features using age-appropriate vocabulary (e.g. behind, next to). <u>Future learning:</u> Provides the foundations for identifying and significant local features and using positional and directional vocabulary in future years.</p> <p><b>Unit (cycle B): What is it like at the seaside?</b> <u>Intent:</u> Children continue to develop their ability to use secondary sources to find out about new/unfamiliar places. They can describe and draw examples of coastal features and own maps of seaside places. <u>Future learning:</u> Provides the foundations for identifying and significant local features and map work in future years.</p> <p><b>Units (cycles A and B): Autumn, Winter, Spring and Summer</b> <u>Intent:</u> Children make observations of and begin to record changes/similarities/differences between the seasons and ask and answer questions about their observations. <u>Future learning:</u> Y1 Unit 4 - Children develop their observation skills linked to the seasons and identify simple patterns.</p> <p><b>Unit (cycles A and B): Making maps</b></p>	<p>sources to find out more about the locations studied. <u>Future learning:</u> Y1 Unit 3 - Children develop their understanding of the world map and globes and use these to locate continents and oceans.</p> <p><b>Unit 3: How can we use maps to find out about our world?</b> <u>Builds on:</u> EYFS and previous Y1 units - Children have experience of using maps and plans of the school grounds/immediate local area maps of the UK and world maps. <u>Intent:</u> Children develop their understanding of world maps and globes and use them to locate the seven continents and five oceans. They use a range of sources to find out more about these features and ask and answer questions about them. They are able to use simple locational and directional language to describe features on the world map. <u>Future learning:</u> Y2 Units 2 and 3 - Using the world map to locate countries and regions studied and developing knowledge of compass points and locational and directional language.</p> <p><b>Unit 4: What is the weather like where we live? (FIELDWORK TO BE COVERED IN THIS UNIT)</b> <u>Builds on:</u> EYFS - Children have made simple observations of the weather in each season and</p>	<p>of the world have differing geographical features. <u>Intent:</u> Children develop their understanding of world maps by locating hot and cold areas of the planet and drawing and labelling some of the features that can be found in these places. They are able to confidently ask and answer geographical questions about the areas studied. <u>Future learning:</u> Y2 Unit 3 - Developing map skills using maps of other, less familiar locations - Africa, Kenya and Mugurameno. Y3 Unit 3 - Developing map skills using maps of Europe and beginning to select geographical information about places according to relevance. Y4 Unit 1 - Using the world map to identify locations of climate zones and biomes.</p> <p><b>Unit 3: How does living in Mugurameno compare to living in N-U-L?</b> <u>Builds on:</u> Y2 Units 1 and 2 - Children have used local maps to identify features of N-U-L and a range of maps to locate and identify features of hot and cold areas of the world. <u>Intent:</u> Children use a range of sources, including digital maps and aerial/satellite photos, to locate and identify features and landmarks of Mugurameno in Kenya. They begin to make geographical comparisons between distant places and our home location, with a</p>	<p>Y3 Unit 1 - Children have been introduced to a wider range of OS symbols and four-figure grid references to identify locations. <u>Intent:</u> Children develop their understanding of UK mapping, including identifying regions, counties, cities and key features. With a focus on the Midlands, children begin to measure simple distances between locations and begin to understand the concept of scale on maps and digital maps. <u>Future learning:</u> Y4 Unit 2 - Identifying comparisons and contrasts between the Midlands and Amalfi.</p> <p><b>Unit 3: What do we know about our European neighbours?</b> <u>Builds on:</u> Y2 Units 2 and 3 - Children have had experience of working with a range of maps depicting continents and countries beyond the UK and asking and answering questions about these locations. <u>Intent:</u> Children develop a deeper understanding of the continent of Europe, using a range of maps and other sources to locate countries and key features, investigate geographical questions and present information and make comparisons in a range of ways. <u>Future learning:</u> Y4 Unit 2 - Developing an understanding of a region in Europe (Amalfi) using a range of maps and geographical sources. Y5 Unit 1 - Investigating mapping of the Americas, including thematic maps.</p>	<p>geography of Amalfi and suggest own ideas for geographical comparisons that can be made between Amalfi and the Midlands and identify a range of similarities and differences between the two regions. <u>Future learning:</u> Y5 Unit 2 - Identifying similarities and differences between the Midlands and a region in Brazil and evaluating the usefulness and reliability of a range of sources.</p> <p><b>Unit 3: Why are rivers important? (FIELDWORK TO BE COVERED IN THIS UNIT)</b> <u>Builds on:</u> Y3 Unit 1 - Fieldwork study of Stoke on Trent, using OS maps, four-figure grid references and eight compass points to investigate geographical questions and describe the location of features. <u>Intent:</u> Children use a range of sources to understand the water cycle and present information on this in diagrams and graphs. Children use observation, map and questioning skills to investigate the significance and uses of the River Trent over time. They draw maps based on descriptions using complex keys and understand how contour lines are used on maps showing the Trent. They continue to use four-figure grid references and eight compass points to identify and describe locations and begin to draw to scale, using scale bars and</p>	<p>Rainforest) with each other and with our home region. They compare their findings and observations with others and offer conclusions based on evidence. They also develop their understanding of the reliability of geographical sources, including images, and how geographical 'facts' can be interpreted in different ways. <u>Future learning:</u> Y6 Units 3 and 4 - Developing the use of a range of sources to inform opinions and offer geographical conclusions.</p> <p><b>Unit 3: What do we know about our local coastline? (FIELDWORK TO BE COVERED IN THIS UNIT)</b> <u>Builds on:</u> Y4 Unit 3 - Fieldwork study of the River Trent and its uses, including drawing more complex maps and using four-figure grid references and eight compass points with confidence. <u>Intent:</u> Children suggest own geographical questions to investigate as part of a study of the physical processes and human activity that have an impact on the coastline. Following first-hand observations, they are able to present their findings in a range of ways, including drawing scale maps of areas of the coastline with complex keys and using linear and area measuring tools on digital maps of different scales. They begin to use six-figure references to identify and describe locations and are able to convert eight compass points into azimuth</p>	<p>support opinions as part of their study of Mount Everest.</p> <p><b>Unit 3: How do volcanoes and earthquakes affect life in Mexico?</b> <u>Builds on:</u> Y4 Unit 2 and Y6 Unit 2 - Children have used a range of sources and maps to investigate how mountains are formed, what a volcano is and the impacts of a volcano on its surrounding area. <u>Intent:</u> Children continue to develop their understanding of and ability to use a range of maps, including thematic and distribution maps, to investigate physical processes and features. They organise information about these by relevance and use calculations of the mean to interpret data and pie charts and line graphs to interpret/present information.</p> <p><b>Unit 4: Into the future is our planet sustainable?</b> <u>Builds on:</u> All geographical skills gained in Years 1 - 6. <u>Intent:</u> Children draw on all of their geographical skills to investigate the sustainability of the planet and the distribution of natural resources around the world. They ask and answer perceptive questions and suggest ways to answer these using maps, images and other secondary/tertiary sources. They continue to develop their understanding of how geographical 'facts' can be manipulated or presented to support a range of opinions (e.g. on the topic of climate change) and learn to explain how different types of maps can be used to show different perspectives. They begin to critique information provided by</p>
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<p><u>Intent:</u> Children make attempts at designing/drawing/ making their own maps of familiar or imaginary places and use age-appropriate vocabulary to describe their maps and their features.</p> <p><u>Future learning:</u> Provides the foundations for drawing own maps of familiar places and routes in KS1.</p> <p><b>Unit (cycles A and B): Positional vocabulary/using maps and Beebots</b></p> <p><u>Intent:</u> Children are introduced to simple positional vocabulary and begin to relate these to maps.</p> <p><u>Future learning:</u> Y1 - Using locational and directional vocabulary to describe routes and features.</p>	<p>can identify simple similarities and differences.</p> <p><u>Intent:</u> Children observe and record features of weather (e.g. temperature, wind speed and direction, rainfall) in each season and present their findings using tables, graphs/charts and drawings.</p> <p><u>Future learning:</u> Y2 Unit 1 - Fieldwork visit to N-U-L, developing observational skills and learning how to present geographical findings in a range of ways.</p>	<p>focus on comparing the lives of children.</p> <p><u>Future learning:</u> KS2 - Developing geographical comparisons between a range of places outside the UK and our home location and identifying connections, contrasts and trends.</p>		<p>digital tools to estimate distances.</p> <p><u>Future learning:</u> Y5 Unit 3 - Fieldwork study of the local coastline, investigating its features and the effect of physical processes and human activity over time.</p>	<p>bearings, using these to give directions or describe routes.</p> <p><u>Future learning:</u> Y6 Unit 1 - Fieldwork study of a local village (Leek) in the Peak District National Park, investigating geographical change in the village over time and how the economy of the village could be improved.</p>	<p>a range of sources and organise all of the information they collect by relevance and reliability in order to support their ideas about the future sustainability of the planet.</p>
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## GEOGRAPHICAL CONCEPTS

EYFS

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

### Place

- Understanding the physical and human characteristics of real places.
  - Developing 'geographical imaginations' of places.

Every place has unique physical and human characteristics, which can be interpreted and represented in different ways. Pupils have mental images of places - the world, the country in which they live, their neighbourhood - which form their 'geographical imaginations'. They should recognise that there are many different perceptions of places, some of which may conflict with their own. When investigating a place, pupils should consider where it is, what it is like, how it became like this and how it might change. Their enquiries should be based on real places.

### Space

- Understanding the interactions between places and the networks created by flows of information, people and goods.
- Knowing where places and landscapes are located, why they are there, the patterns and distributions they create, how and why these are changing and the implications for people.

Pupils should develop spatial understanding, including how the locations of human and physical features are influenced by each other and often interact across space. Spatial patterns, distributions and networks can be described, analysed and often explained by reference to social, economic, environmental and political processes. As part of their geographical enquiries, pupils should identify these processes and assess their impact.

### Scale

- Appreciating different scales - from personal and local to national, international and global.
  - Making links between scales to develop understanding of geographical ideas.

Scale influences the way we think about what we see or experience. Any geographical enquiry benefits from being viewed from a range of scales to develop an understanding of how these scales are interconnected.

EYFS

YEAR 1

YEAR 2

YEAR 3

YEAR 4

YEAR 5

YEAR 6

### Interconnections

- Exploring the social, economic, environmental and political connections between places, people and processes.
  - Understanding the significance of interdependence in change, at all scales.

Pupils should understand that people, places and processes are connected in a range of ways. People around the world have diverse experiences and ways of life but we also have an impact on each other. These interconnections have significant influences on the characteristics of places and on changes in these characteristics. It also considers environmental and human processes, for example, the water cycle, urbanisation or human-induced environmental change, are sets of cause-and-effect interconnections that can operate between and within places.

### Processes

- Understanding how sequences of events and activities in the physical and human worlds lead to change in places, landscapes and societies.

These physical and human processes cause change and development in places and can be used to explain patterns and distributions. Understanding these processes helps pupils to imagine alternative futures for places and for the people who live and work in them.

### Environment

- Understanding that the physical and human dimensions of the environment are interrelated and together influence environmental change.
  - Exploring sustainable development and its impact on environmental interaction and climate change.

This considers how we use the natural world and how people have the ability to change it. The environment is the product of physical and human processes. The environment supports and enriches human and other life by providing raw materials and food, absorbing and recycling wastes, maintaining a safe habitat and being a source of enjoyment and inspiration. It presents both opportunities for, and constraints on, human settlement and economic development. The constraints can be reduced but not eliminated by technology and human organisation. Culture, population density, economy, technology, values and environmental worldviews influence the different ways in which people perceive, adapt to and use similar environments.



## YEAR GROUP VOCABULARY BY STRAND

	EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	<i>(REVISE AND SECURE VOCABULARY INTRODUCED IN PREVIOUS YEAR GROUPS)</i>						
<b>Locational Knowledge</b>	<p>Whale Hill Sandsend Road Own street name</p> <p>N-U-L N-U-L Nab</p> <p><i>North Pole South Pole (Introduce - will be developed in KS1)</i></p>	<p>Grangetown Fabian Road Birchington Avenue High Street Church Lane</p> <p>United Kingdom + four countries of UK and capital cities Republic of Ireland</p> <p>British Isles Great Britain</p> <p>North Sea Irish Sea English Channel</p> <p>Europe Africa Asia Australia North America South America Antarctica</p> <p>Pacific Ocean Atlantic Ocean Indian Ocean Arctic Ocean Southern Ocean</p>	<p>N-U-L Square + surrounding streets Normanby Bankfields South Bank Trentville Ormesby</p> <p><i>Alternatives:</i> Australasia Oceania Eurasia Afro-Eurasia</p> <p>North and South Atlantic Ocean</p> <p>North Pole South Pole Arctic Circle Antarctic Circle</p> <p><i>Equator Northern Hemisphere Southern Hemisphere (Introduce - will be developed in KS2)</i></p> <p>Kenya River Zambezi Mugurameno</p>	<p>Stoke on Trent + major surrounding suburbs</p> <p><u>UK Regions:</u> North East, North West Yorkshire and the Humber West Midlands, East Midlands East Anglia, (Greater) London South East, South West</p> <p><u>Local counties/authorities</u> Redcar and Cleveland <u>Tyne and Wear</u> <u>North Yorkshire</u> <u>West Yorkshire</u> <u>Cumbria</u> Durham + other significant UK counties by population/area</p> <p>authority council borough</p> <p><u>Major UK cities</u> (by population)</p> <p><u>Europe</u> Countries + major capital cities (by population/area) including Paris + major rivers/mountains (by length/height)</p> <p>European Union</p>	<p><u>River Trent</u> Cross Fell (source) Cow Green Reservoir High Force Trent Estuary Trentmouth Trentport</p> <p><u>Other local rivers</u> Tyne (N and S), Wear Ure, Ouse, Esk Aire, Derwent</p> <p><u>Other UK rivers</u> Severn, Thames, Trent Wye, Tay, Clyde, Spay Tweed, Bann</p> <p><u>World rivers</u> Nile, Amazon, Yangtze, Mississippi, Yenisei, Yellow, Volga</p> <p><u>Major cities of Italy</u> (by population )</p> <p><u>Amalfi</u> Palermo + other major cities (by population), Mediterranean Sea, rivers and mountains, including Mount Vesuvius</p> <p>N &amp; S Hemispheres</p> <p>Lines of latitude including the Equator and the Tropics of Cancer &amp; Capricorn</p>	<p><u>Local coastal locations</u> Seaton Carew, Hartlepool, Redcar, Marske, Saltburn-by-the-Sea, Skinningrove, Staithes, Runswick Bay, Sandsend Whitby, Robin Hood's Bay, Scarborough</p> <p><u>UK coastal locations</u> Aberystwyth , Bangor, Blackpool, Bournemouth, Bridlington, Brighton, Great Yarmouth, Llandudno, Morecambe, Newquay, Skegness, Whitley Bay</p> <p><u>North and South America</u> Countries + major capital cities + other major cities (by population) + major rivers and mountains Atacama Desert</p> <p><u>Brazil</u> Brasilia Rio De Janeiro Sao Paolo + other major cities (by population), regions, rivers and mountains</p> <p>Lines of longitude including the Prime/ Greenwich Meridian</p> <p>Countries/cities in continents not covered that are of interest to the children/in the news</p>	<p><u>UK National Parks</u> <u>England:</u> Broads, Dartmoor, Exmoor, Lake District, New Forest, Northumberland, Peak District, Peak District, Yorkshire Dales, and South Downs. <u>Wales:</u> Brecon Beacons, Pembrokeshire Coast, and Snowdonia. <u>Scotland:</u> Cairngorms and Loch Lomond &amp; the Trossachs.</p> <p>Leek + other major market towns/villages of Peak District</p> <p><u>Mountains</u> <u>Highest peaks on each continent:</u> Mount Everest, Aconcagua, Denali, Kilimanjaro, Vinson, Mont Blanc, Elbrus, Puncak Jaya, Mount Kosciuszko</p> <p>+ UK mountain ranges + examples of fold, dome and fault-block mountains/mountain ranges</p> <p><u>Mexico/ Volcanoes and Earthquakes</u> Mexico City + other major cities (by population), rivers, mountains (including volcanoes) and location of major earthquakes.</p> <p>Ring of Fire + other volcanoes/earthquakes in each continent</p>

<b>Place Knowledge</b>	place feature same different	location local national area point building landscape community <i>physical/human similarity/difference (introduce)</i>	significant global international locality European/non-European physical (feature) human (feature) similarity difference	region rural urban <i>effect/impact compare contrast pattern physical geography human geography (introduce)</i>	compare contrast pattern effect impact physical geography human geography	locale trend representation physical process human process/activity	bias subjective/subjectivity interconnection interaction dynamic
<b>Human and Physical Geography</b>	school playground home/house road/street park shop field  hill beach river sea hot/cold <i>weather + weather vocab season (Introduce - will be developed in KS1)</i>	(capital) city town village farm office factory port/harbour  coast beach cliff forest mountain ocean weather (+ weather vocab) temperature season/seasonal + (names of seasons)  journey abroad  object (from Sci NC)	landmark terrace/detached/semi-detached/flat airport university mine dam border  <i>poles Equator (Introduce - will be developed in KS2)</i> desert valley vegetation island national park  habitat life cycle food chain/web (from Sci NC)	county borough suburb settlement land use retail industry/industrial leisure tourism business motorway employment land border <i>million (introduce for population - Y5 Maths NC)</i>  characteristic  mountain range lake <i>summit source mouth river bank river bed sea level (Introduce - will be developed in Year 4)</i> <i>natural resources</i>	economic activity culture trade finance arable/pastoral/mixed farming waste pollution  environment/environmental atmosphere climate (climate change) climate zones (polar, temperate tropical and desert, mountain and Mediterranean) biomes: rainforest, forest (deciduous and coniferous), grassland (savannah and temperate), desert (hot and polar), Mediterranean and tundra (Arctic and alpine) vegetation belt volcano lava magma peninsula strait  body of water tributary upper/middle/lower course erosion deposition water cycle source mouth river bank river bed channel meander delta	population distribution population density fair/ethical trading energy production federation state municipality favela economy GDP  rainforest forest floor/understory canopy/emergent layer deforestation wildfire plains canyon coastal erosion erosion landform depositional landform longshore drift weathering cave/arch/stack/column/stump tide/tidal coastal management sea defences sea wall breakwater tidal barrier groynes gabions revetments	production/distribution/consumption of natural resources import/export sustainability climate change demographic <i>sphere of influence (Introduce)</i> infrastructure renewable/non-renewable energy desertification globalisation  sedimentary/igneous/metamorphic rock alpine types of mountain: fold, dome and fault-block crust mantle core plate tectonic vent crater dormant extinct geothermal earthquake fault line epicentre landslide avalanche Richter Scale tsunami aftershock tremor

<b>Geographical Skills and Fieldwork</b>	<p>map place</p> <p>behind/in front of next to above below inside outside along around up down left right (Introduce - will be developed in KS1)</p> <p>Where/ Where is...?</p>	<p>globe world map atlas aerial photo route plan symbol key (Introduce - will be developed in Year 2)</p> <p>tally tables (from Maths NC)</p> <p>senses (from Sci NC) direction near/far/further left/right high/higher</p> <p>compass compass direction/point North/South /East/West (Introduce - will be developed in Year 2)</p>	<p>symbol key grid grid reference digital map satellite photo zoom in/out highlight/label</p> <p>measure pictograms (from Maths NC)</p> <p>beyond</p> <p>compass direction/point North/South /East/West (Introduce - will be developed in Year 2)</p> <p>source patterns similarity/difference</p>	<p>Ordnance Survey (map) size quantity scale (Introduce - will be developed throughout KS2)</p> <p>bar charts angle (from Maths NC)</p> <p>four-figure grid references coordinates easting/northing eight compass points Midlands/South-East/North-West/South-West (Introduce - will be developed in Year 4)</p> <p>distance</p> <p>primary and secondary data perspective purpose reliability evaluate (Introduce - will be developed throughout KS2)</p>	<p>contents/index (of atlas) contour lines scale-bars linear/non-linear oblique view purpose reliability</p> <p>acute/obtuse angles time graphs discrete and continuous data (from Maths NC)</p> <p>four-figure grid references coordinates easting eight compass points Midlands/South-East/North-West/South-West</p> <p>evaluate cause and effect connection contrast trend (Introduce - will be developed in Years 5 and 6)</p>	<p>thematic maps area measuring tool</p> <p>timetables line graphs acute/obtuse/reflex angles (from Maths NC)</p> <p>six-figure grid references easting/northing azimuth bearings (e.g. NE = 45°)</p> <p>perspective purpose significance reliability relevance conclusions trend</p>	<p>distribution/thematic maps prejudice Peters Projection</p> <p>metric/imperial equivalents pie charts mean radius diameter circumference (from Maths NC)</p> <p>16-point compass rose compass quadrant bearings e.g. 103° = S 77° E (Introduce - will be developed in KS3)</p> <p>perception bias tertiary source/data (Introduce - will be developed in KS3)</p>
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