

Geography skills progression document

EYFS geographical skills	Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>An EYFS geographer needs to understand:</p> <ul style="list-style-type: none"> • That positional language and directions can tell us where to go • That where they live is unique to them (and their family) • That there are key words/vocabulary associated with human and physical geography • That the world is made up of different countries • That we can use a variety of sources such as simple maps, photographs and magnifiers to support our field skills 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p>Human and physical geography</p> <ul style="list-style-type: none"> • identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles • use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> ❖ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather ❖ key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage • use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. 	<p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> • locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> • describe and understand key aspects of: <ul style="list-style-type: none"> ❖ physical geography, including: climate zones, biomes and vegetation belts, rivers, ❖ mountains, volcanoes and earthquakes, and the water cycle ❖ human geography, including: types of settlement and land use • economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"> • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied • use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

LOCATIONAL KNOWLEDGE ; PLACE KNOWLEDGE ; HUMAN AND PHYSICAL GEOGRAPHY ; GEOGRAPHICAL SKILLS AND FIELDWORK

Year	Unit title and skills	Objectives / knowledge	Questions that children will answer	Vocabulary	
				Previous:	New:
N and R: EYFS Framework and Development Matters					
N	<p>Autumn 1 - Family / General Life and Experiences</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Imitate everyday actions and events like cooking, cleaning, or going to the shops, just like they see their family do. • Recreate scenes from their own experiences, such as going to the park, celebrating a birthday, or 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • About Where They Live: The children should begin to talk about their home, their family, and places they go often (e.g., shops, parks). They begin to learn simple ideas about how these places are similar or different. • Simple Directions: Children to practise following basic directions like "go to the table" or "stand by 	<p>What do you do when you help at home? How do you get to nursery? Do you walk, drive, or take the bus? What can you see when you look out of</p>	<p>Family: mum, dad, brother, sister, grandparent Places: home, park, nursery, shop, garden Directions/Positions: near, far, next to, in front of, behind Transport: car, bus, walk, ride</p>	

EYFS - Understanding the World

<p>taking a bus ride.</p> <ul style="list-style-type: none"> • Play games where they act like people they know, such as being a parent, a teacher, or a sibling. • Explore the local environment (classroom and school ground) talking about places, plants and animals that they see. • Comment on and ask questions about aspects of their environment. • Notice and Describe Seasonal Changes: Observe and talk about changes they notice as summer turns to autumn, such as the leaves changing colours, weather getting cooler, and days becoming shorter. • Collect and explore natural items like leaves, acorns, and conkers, describing their colours, textures, and shapes. • Talk about how their clothing changes during autumn (e.g. wearing jumpers or jackets instead of t-shirts). 	<p>the door" to start understanding positions and movement.</p> <ul style="list-style-type: none"> • Identify Features in Their Environment: Learn to recognise important features around them, such as houses, roads, trees, and playgrounds. They can talk about what they see on the way to school. • There are different areas in the classroom (The role play area, the reading corner, the construction area, the outside area and so on) • Our school has a pitch, a secret garden area and a playground. • Everybody's houses are different. Some look the same from the outside, but inside all houses are different. • How to describe something using positional language. • Recognise Features of Autumn: Identify common features of autumn, such as falling leaves, cooler temperatures, and animals gathering food. • Learn how plants and trees change during autumn—leaves change colours and fall off, and some flowers stop blooming. • Understand how people adapt to seasonal changes, like wearing warmer clothes or doing activities that are special to autumn (e.g., collecting leaves or jumping in puddles). 	<p>your window? Who lives with you at home? Can you tell me about them? Where do you like to go with your family? What do you do there? What does our classroom have in it? Where are the different areas in relation to each other? What can you see in our school grounds? (school ground walk) What can you see at your house? How are they the same/different from your friends? What colours can you see in the leaves now? How are they different from summer? Why do you think we need warmer clothes in autumn? Can you find any leaves or conkers on the ground? How do they feel? What happens to the trees in autumn? What do animals do in autumn to get ready for winter?</p>	<p>Features: tree, house, road, shop, playground Seasons: autumn, summer Nature: leaves, tree, conker, acorn Colours: red, orange, yellow, brown, green Weather: cold, cool, windy, rainy Clothing: jumper, coat, scarf, boots</p>
<p>Autumn 2 - Understand Events from Their Own Family and Cultural Background</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Talk about special times and celebrations they have had with their family, such as birthdays, holidays, or religious events, including Christmas. • Share who lives in their home and what kinds of things they do together, like cooking, playing, or visiting family members. • Notice and talk about similarities and differences between their family and others—for example, the foods they eat or the activities they enjoy. • Notice and describe seasonal changes from Autumn to Winter • Talk about what happens when autumn changes to winter, such as the weather getting colder, fewer leaves on the trees, and sometimes frost on the ground. • Observe and describe what they wear during winter (e.g., putting on hats, scarves, and gloves). • Notice changes in nature, like bare trees, shorter days, and seeing their breath in the cold air. • Talk about places like "home," "nursery," or "grandma's house," and what happens there. • Recognise/identify features of winter, such as cold weather, frost, and how some animals adapt or stay warm. • Notice/comment on changes like the ground becoming icy, and sometimes seeing winter decorations. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • To talk about places and people in their life: Say where they live and talk about different places they go with their family, like the park, a family member's house, or their favourite shop. They can also talk about who they go with and why these places are special to them. Link to RE topic and special places of significance to the children. • About Different Cultures and Traditions around the world - families may celebrate different events, have different traditions, and eat different foods because of where they come from, and this is what makes each family special and unique. • About roles and places - some roles people have, like teachers, shopkeepers, and family members, and where they see them. • Understand how people adapt to winter, such as wearing warmer clothes, keeping the lights on longer because it gets dark earlier, and engaging in special winter activities like playing in the snow or celebrating winter festivals. • Changes in plants and trees—such as leaves falling completely off most trees, and some plants "sleeping" until it gets warmer. 	<p>Can you tell us about something special you do with your family? What is your favourite place to go with your family? What do you do there? Who lives in your house? What do you like to do together? Have you had a celebration recently? What did you do? Does your family eat special foods sometimes? What are they? What do you need to wear when it gets cold outside? Can you see what has happened to the trees now that it is winter? What do we do to stay warm when it's very cold? How does the park look different in winter compared to autumn? What is something special we do in</p>	<p>Family: mum, dad, brother, sister, grandma, grandpa Celebrations: birthday, holiday, party, special day, Christmas Places: home, park, nursery, shop, garden, school People: family, friends, teacher, neighbour Culture: food, tradition, same, different Visit Celebrate Help Share Seasons: autumn, winter Weather: cold, frosty, icy, windy Nature: tree, leaf, frost, snow, bare Clothing: coat, hat, gloves, scarf, boots</p>

		winter that we don't do in other seasons?	
<p>Spring 1 - Can we explore it?</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Explore transport and small world models: Play with small world models, like toy farms, garages, train tracks, and buses, using their imagination to create their own stories. • Begin to name different types of transport (e.g., cars, buses, trains) and talk about what they do. • Notice and describe detailed features and objects in their environment, such as traffic lights, bus stops, or roads. • Match toy vehicles to real-world versions, such as using a toy car to represent the one they see on the street. • Observe seasonal changes in the weather as it gets warmer and the days become longer. • Notice plants starting to grow again, such as flowers blooming and leaves appearing on trees. • Talk about changes in clothing, like no longer needing heavy coats, and start wearing lighter jackets. • Identify signs of new life, such as seeing insects, birds building nests, or animals having babies. • Identify types of transport by name and what they are used for, such as a bus carrying people or a tractor on a farm. • Talk about where these vehicles are seen and what they do. • Recognise features of Spring: Identify key features of spring, like the arrival of new flowers (e.g., daffodils), buds on trees, and animals that have babies. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • Places and features in the environment: Notice and describe features around them—like where roads, bridges, or buildings are. They can also begin to understand the purpose of these features (e.g., a road is for cars, a train track is for trains). • How people move from one place to another using different forms of transport, and how certain vehicles are used for different purposes, like an ambulance for emergencies or a tractor on a farm. • How the environment changes in spring compared to winter, including the warmer weather, new plants growing, and more sunshine. • That spring is a time when people might start doing different activities, such as planting seeds, going on walks, and spending more time outdoors because of the nice weather. 	<p>What kind of transport do you use to get to nursery? What do you think the tractor is doing on the farm? Where do you think this bus might be going? How does a train move on the train tracks? Can you find something on the model farm that you see in real life too? What changes can you see in the trees now that it is spring? Can you see any flowers blooming? What colours are they? How does the weather feel different from winter? What animals do you see now that you didn't see in winter? What kind of clothes do we wear now that it's warmer?</p>	<p>Transport: car, bus, train, tractor, ambulance, truck Places: road, bridge, garage, farm, station Actions: drive, fly, stop, go, move, travel Features: road, track, traffic light, bridge, building Seasons: winter, spring Nature: flower, bud, leaf, tree, nest, baby animals Weather: warm, sunny, rain, windy Clothing: jacket, raincoat, lighter clothes Grow Bloom Plant Wake up Change</p>
<p>Spring 2 - Growing and Changing (Farm Theme)</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Comment and ask questions about the world - what they see on a farm, such as animals, crops, and farm vehicles. • Understand the purpose and features of a farm. • Begin to ask questions about how things grow on the farm, like "How do plants grow?" or "What do animals eat?" • Describe changes that happen on a farm, such as baby animals being born, seeds growing into plants, and the weather changing. • Recognise features of a farm, such as fields, barns, tractors, and animals. • Talk about what they see. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • How plants and animals grow and change, like chicks growing into chickens or lambs growing into sheep. • That plants change, starting as seeds and then growing into crops, vegetables, or flowers. • About seasons on the farm - how farms change during different seasons (e.g. planting seeds in spring and harvesting in summer or autumn.) • How different weather affects what happens on a farm. 	<p>What animals can you see on the farm? What do they do? How do seeds turn into plants? What do they need? What happens to the baby animals as they grow? What does the farmer do on the farm? How do they help the animals or plants? How does the farm look different when the seasons change?</p>	<p>Farm: field, barn, tractor, farmer Animals: cow, sheep, pig, chicken, chick, lamb, calf Plants: seed, crop, vegetable, grow, soil Actions: plant, grow, feed, change, harvest Seasons: spring, summer, autumn, winter</p>
<p>Summer 1- Mini Beasts and People Who Help Us</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Explore mini beasts and our environment: Talk about what minibeasts (like bugs and insects) they see in the garden, such as ladybirds, worms, and butterflies. * Talk about people who help us take care of our world, like gardeners, park rangers, even people who clean up litter. • Create a fictional map linked to the core text, 'We're Going On a Bear Hunt' and make a simple map of route to Secret Garden. • Begin to understand the need to respect and care for the natural environment and all living things. • Develop a sense of place in relation to their own environment and an understanding of the physical world around them and their community • Comment and ask questions about aspects of their familiar world and natural world 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • How each creature plays a role in nature (e.g., bees help flowers grow by pollinating them). • How to look after our world and care for the environment by picking up litter, not harming insects, and taking care of plants. • Everything in the garden needs each other to grow and stay healthy. • Who helps keep gardens and parks beautiful—like gardeners, farmers, or people who work in recycling—and how these roles are important for the community and the environment. • How to look after our garden and the creatures in it, such as not stepping on insects and giving plants water to help them grow. <p>• Looking at simple maps and journeys (link to Spring 1 core text, 'Rosie's Walk', and Summer 1 core text, 'We're Going on a Bear Hunt')</p>	<p>Who lives in our garden? What insects can you see? Where do minibeasts like to hide? How can we take care of the insects and plants in our garden? Who helps us keep the garden clean and make sure the plants grow? Why do we need to water the plants or pick up litter? Who helps us when we are feeling sick? What do firefighters do to help us? Where do the police work? How do they</p>	<p>Mini Beasts: bug, insect, worm, beetle, butterfly, bee, spider Homes: soil, under leaves, flower, grass Actions: care, grow, water, help, pick up, protect People Who Help: gardener, farmer, park ranger, cleaner Environment: garden, plant, litter, world, nature Helpers: doctor, nurse, firefighter, police officer, teacher, gardener, waste collector Places: hospital, school, fire station, police station, park Community: safe, healthy, learn, environment, work Help Teach</p>

<p>* Identify People Who Help Us in the Community: Recognise and name key people who help us, such as doctors, nurses, firefighters, teachers, and police officers.</p> <ul style="list-style-type: none"> • Talk about how these people help us in different ways. For example, firefighters put out fires, teachers help us learn, and doctors help us feel better. • Role-play different people who help us, using props like toy medical kits, firefighter hats, or police badges, to understand their roles. • Identify and name places where people who help us work, such as hospitals, schools, fire stations, and police stations. • Talk about people who help take care of the environment, like waste collectors who take away our rubbish and make sure our streets stay clean, or gardeners who make parks beautiful for everyone. • Identify minibeasts and their homes: Learn the names of minibeasts (e.g., beetles, snails, bees) and be able to talk about where they live in the garden, such as in the soil, under leaves, or in flowers. 	<ul style="list-style-type: none"> • What happens at certain places (such as hospitals and schools) and why they are important. • How different people contribute to keeping us safe, healthy, and happy. • That each role is unique but all are important, and they will develop respect and appreciation for these helpers. • How helpers care for the environment 	<p>keep us safe? Who helps us learn new things every day? How do people help take care of our parks and streets?</p>	<p>Protect Care Clean Grow</p>
<p>Summer 2 - Homes, Foods and Clothing</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Identify different types of homes: Recognise and name various homes (e.g., house, flat, cottage). • Talk about different types of foods they like and dislike. • Identify clothing and its purposes in different weather (e.g. hats for sun, coats for rain). • Recognise healthy foods. • Explore similarities and differences between theirs and their peers' homes, food and clothing due to different cultures. • Observe and describe changes in nature as spring transitions to summer (e.g. flowers blooming, trees getting leaves, and warmer weather). 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • About their own home and different homes around the world, discussing how homes can be alike or different. * About food origins - where foods come from (e.g. fruits from trees, vegetables from the ground) and how different cultures have unique foods. * About clothing choices - how clothing changes with seasons and different cultures, recognizing that while we may wear different clothes, the purpose is often the same (to keep warm, cool, etc.). * About healthy foods - which foods are healthy (e.g. fruits, vegetables, whole grains) and which are treats (e.g. sweets), discussing how different people might have different healthy foods depending on where they live. * How they are similar to and different from others, using examples of homes, foods, and clothing to illustrate these connections. * About seasonal changes - how the environment changes from spring to summer, including changes in weather, plants, animals, and what people do during these seasons. * How their homes, foods, and clothing may be similar to or different from those of others, including peers and children from different cultures. 	<p>Homes: What does your home look like? How is your home like or different from your friend's home? Can you name a home from another country? How is it similar or different to yours?</p> <p>Foods: What is your favourite food? Why do you like it? How is your favourite food similar to or different from your friend's favourite food? Where do you think this food comes from? Do other cultures eat this food too?</p> <p>Clothing: What do you wear when it's hot/cold? Can you tell me how your clothes are the same or different from your friend's clothes? Why do we wear different clothes for different weather? Do other countries wear different clothes for the same weather?</p> <p>Seasonal Changes: What do you see happening outside as spring changes to summer? How does the weather change from spring to summer? What new flowers or animals do you see in spring? How do they change in summer?</p>	<p>Homes: House, flat, cottage, apartment, shelter, roof, door, similar, different. Foods: Fruit, vegetable, bread, rice, healthy, snack, sweet, meal, culture. Clothing: Shirt, pants, dress, coat, hat, shoes, socks, weather, similar, different.</p> <p>Seasonal Changes: Spring, summer, warm, cold, blooming, leaves, weather, sunshine, rain.</p>

			<p>What clothes do you wear in spring? How do they change in summer?</p>	
<p>R</p> <p>EVFS - Understanding the World</p>	<p>Autumn 1 - Family, Life, Experiences and Seasonal Changes</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Identify that families can look different but share common things, such as love and care for each other. • Talk about traditions and celebrations that are important in their families, such as birthdays or festivals. • Describe things that make them special, like their name, favourite colour, or hobbies. • Compare themselves with friends and family, recognising that everyone is unique but may have things in common, like favourite foods or activities. • Observe seasonal changes, such as trees changing colour, leaves falling, and the weather getting cooler. • Observe how leaves change colour (from green to yellow, orange, and red) and fall from trees. • Draw a simple map and listen to stories with maps. • Recognise some common signs. • Talk about how some animals prepare for winter by gathering food or changing their habitats (e.g., squirrels collecting acorns, birds migrating). 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • About different family structures and roles within a family, recognising the importance of each member. • That communities are made up of many different families and people, and that everyone contributes to the community in different ways. • How traditions vary in different cultures and communities and how they help to bring people together. • How to recognise uniqueness - that everyone has something special about them, and these differences make us interesting. • About seasonal changes - how the seasons change from summer to autumn, including: <ul style="list-style-type: none"> Weather Changes: how the weather becomes cooler and how days start to get shorter. Nature Transitions: how some plants stop growing, and others prepare for winter. Animal Behaviour: how some animals prepare for winter by gathering food or changing their habitats (e.g., squirrels collecting acorns, birds migrating). Human Activities: how people change their activities in autumn, like picking apples, harvesting crops, or celebrating festivals such as Halloween. • The purpose of a map through reading stories with maps, creating a classroom map, and exploring logos and signs as a class. 	<p>Families: What does your family look like? Who is in your family? What special things do you do together as a family? How is your family the same as or different from your friend's family?</p> <p>Traditions: What celebrations do you have in your family? Why are they special? Can you share a story about a tradition in your family?</p> <p>Uniqueness: What is something special about you? Can you think of something that makes your friend special?</p> <p>Seasonal Changes: What do you see happening outside as summer changes to autumn? How does the weather change from summer to autumn? What do you notice? What colours do you see in nature during autumn? How do animals prepare for winter? What do you think they do?</p> <p>Map Skills: Where do you think the front of the classroom is? What do you see when you look around the room? Where do we sit during circle time? Can you mark that on our map? If we were to draw a map of our classroom, what would we need to include? Can you help me draw a map? What should we put in the centre? What symbols could we use to show the different areas of our classroom? Can you show me on the map how to get</p>	<p>Families: Family, parent, sibling, grandparent, love, care, together.</p> <p>Life & Experiences: Tradition, celebration, unique, special, community, share, stories.</p> <p>Seasonal Changes: Summer, autumn, weather, change, leaves, flowers, colour, cool, warm, harvest, migrate.</p> <p>Maps: Maps, mapping, environment, features, classroom map, local area map, signs, logos.</p>

<p>Autumn 2 - Family, General Life, Experiences, and the Natural World</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Comment on their familiar world: Share thoughts about their home, family, and community, recognizing how these areas are important to them. • Ask questions about their surroundings: Show curiosity by asking questions about what they see in their community and the natural world (e.g., “Why do trees change colour?” or “What is a park for?”). • Observe and describe nature: Notice changes in nature, such as the weather and the seasons, and talk about what they see (e.g., birds, plants, and animals). • Explore the natural environment through observing plants, animals, and seasonal changes, understanding how these elements are interconnected. • Recognise their place in the community: Identify key places in their community, such as schools, parks, and shops, and understand their purposes. • Explore the natural world around them • Recognise some environments that are different from the one in which they live. • Discuss how they care for the natural world around them during hands-on experiences • Observe the natural world and draw pictures of animals and plants • Describe what they see and hear outside • Talk about features of their own immediate environment and how environments might vary from one another • Identify things in a location that are living (not man-made) • Describe the weather and name different types of weather • Identify how the weather changes what they do • Start to identify and name physical features that have been made by people • Name and identify: <ul style="list-style-type: none"> -Their home -Their school -Their borough/city -Their country 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • About their community - that there are different roles in the community, such as teachers, doctors, and shopkeepers, and how they help us. • How to uncover information about the natural world through enquiry and exploration. • Mapping skills - introduction to simple maps, such as drawing a map of their route to school or identifying places in their neighbourhood. • How seasons affect their surroundings, including the weather, the activities they do, and how plants and animals respond. 	<p>to your favourite spot in the classroom?</p> <p>Community: What places do you see when you walk in your neighbourhood? Who helps us in our community? Can you name some jobs people do? What do you think happens at the park?</p> <p>Natural World: What do you see in nature around us? How does the weather change during the week? What can you feel? What animals do you see in your garden or at the park?</p> <p>Map Skills and seasons: Can you show me how to get to the classroom from the entrance? What do you see on your journey to school? What is your favourite season? Why do you like it? How do the trees look different in autumn compared to spring? What happens to the weather in winter? What changes from Autumn?</p>	<p>Family: Family, parent, sibling, love, home, together, tradition. Community: Community, neighbourhood, shop, park, school, job, help. Natural World: Nature, weather, trees, flowers, animals, seasons, change, observe. Mapping: Map, route, direction, place, location</p>
<p>Spring 1 - All About Me</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Compare lives of children in different countries, identifying how children in Kenya (from the book ‘Handa’s Surprise’) live differently from children in England, particularly in London. • Identify homes and weather • Describe the types of homes children live in Kenya versus those in England and talk about the weather in both places (e.g. recognise that Kenya is generally warmer and has different types of homes (like huts) compared to London (houses and flats)) • Identify human features (like schools and shops) and physical features (like rivers, mountains, and trees) in both Kenya and London. Discuss how these features are important for the people living there. • Compare the differences between hot and cold countries (e.g. hot countries (like Kenya) and cold countries (like England) and how the weather affects what people wear, what they do outside, and their occupations.) • Observe seasonal changes from winter to spring, noticing how the environment changes as winter moves into spring, discussing how flowers bloom and the weather gets warmer. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> • About the daily lives of children in Kenya, including their traditions, clothing, and food, and how their parents’ occupations shape their lives. • Physical features in both England and Kenya, such as rivers, mountains, and weather patterns. • Human features such as buildings, schools, occupations, and community spaces in both locations and how these relate to their lives. • The purpose of maps. • How seasons affect what people wear and do in different countries, focusing on the transition from winter to spring. • That Kenya is generally warmer and has different types of homes (like huts) compared to London (houses and flats) • About various jobs in both Kenya and England, such as farmers, teachers, shopkeepers, and their roles in the community. 	<p>Comparing lives: What do you think a child’s day in Kenya looks like? How is a home in Kenya different from your home in London? What clothes do you think children in Kenya wear? How are they different from yours?</p> <p>Human and physical features: Can you name some things you see in your neighbourhood? How do these compare to things you might see in Kenya? What physical features can you see outside right now? Are they different in spring than in winter?</p>	<p>All About Me: Me, family, home, community, similarities, differences. Geography: Country, continent, Kenya, England, London, map, location. Human Features: House, school, shop, road, playground, occupation, job, community helper. Physical Features: River, mountain, tree, weather, season. Seasonal Changes: Winter, spring, warm, cold, blooming, changing.</p>

<ul style="list-style-type: none"> Locating Kenya and England on a world map, recognising how far apart they are. 		<p>Hot and cold countries: What do you notice about the weather in England compared to Kenya? How do people dress differently in hot countries like Kenya and cold countries like England? Can you think of something that you can do in winter but not in summer? How about in Kenya?</p> <p>Occupations: What jobs do people in your family have? How do they help the community? What do you think a farmer does in Kenya? How is it different from what a teacher does in England? Can you name some jobs that people do in your neighbourhood?</p> <p>Seasonal changes: What changes do you see in nature as winter turns to spring? What new flowers or animals do you notice in spring? How do you feel when the weather gets warmer in spring?</p>	
<p>Spring 2 - Animals (With a focus on Crocodiles - linked to core text 'Beware of the Crocodile')</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> Comment on their familiar world. Share thoughts about where they live and discuss the natural world around them, particularly in relation to where crocodiles live. Show curiosity by asking questions about crocodiles and their habitats (e.g. "Where do crocodiles live?" or "What do they eat?"). Identify and compare human features (like houses, schools, and roads) and physical features (like rivers, lakes, and wetlands) where crocodiles might live (such as rivers in Africa or Australia). Discuss different habitats (like wetlands and rivers) and how they compare to their local environment. Question how these habitats are important for animals like crocodiles. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> Where crocodiles live (habitats), such as rivers and wetlands, and compare these environments with their own neighbourhoods. How human features can affect animal habitats, such as how building a road might change where animals live. Features of simple maps by locating where crocodiles live on a world map, identifying countries like Australia and parts of Africa. What crocodiles eat and how they behave in their habitats compared to animals they might see in their local area. 	<p>Where do you think crocodiles live? What do they need to survive? What do you see outside in your garden or at the park? How is that different from a river where crocodiles live?</p> <p>Human and physical features: What are some things you see in your neighbourhood? Can you think of a place where crocodiles might live? How do rivers in Australia or Africa look different from the rivers we have here?</p> <p>Understanding habitats: Why do you think crocodiles like to live</p>	<p>Animals: Animal, crocodile, habitat, wetland, river, lake, swamp. Geography: Country, map, Africa, Australia, feature, environment. Human Features: House, school, road, park, neighbourhood. Physical Features: Water, land, tree, plant, nature, environment.</p>

		<p>in the water? What do they eat? How do the places where we live help us? How do they help crocodiles?</p> <p>Map Skills: Can you point out where crocodiles live on a map? What countries do you think have crocodiles?</p>	
<p>Summer 1 - Natural World - (With a focus on Trees, Plants and Weather - linked to core text 'Stanley's Stick')</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> Describe the trees and plants they see in their gardens and local parks, using words like tall, short, colourful, and green. Discuss their favourite outdoor spaces and share experiences of playing or exploring in nature. Recognise and share feelings about nature, such as enjoying the smell of flowers or the shade of a tree. Ask questions about nature, plants and trees, such as, "Why do some trees have big leaves?" or "How do plants drink water?" Explore thoughts on where different plants and trees come from and why they might grow in certain places. Identify and compare human features like gardens, parks, and playgrounds, discussing how they are created and maintained by people. Identify and compare physical features in their environment, including how trees and plants provide habitats for animals. Compare human features to physical features, such as recognising the difference between a paved path (human feature) and a grassy field (physical feature). Explore how trees and plants grow in different environments, such as gardens vs. wild areas. Observe and comment on seasonal changes by describing how trees and plants change from spring to summer, discussing blooming flowers, budding leaves, and growth patterns. Identify signs of spring, like flowers opening, and summer, like the full green leaves on trees and fruit beginning to grow. Discuss how the weather affects plant growth and what changes they see in their environment. Use a large piece of paper to draw a garden layout, labelling different plants and features, such as flower beds or trees. 	<p>This term, the children should learn...</p> <ul style="list-style-type: none"> About different types of trees (e.g., oak, maple) and plants (e.g., daisies, sunflowers) found in their local area. To use simple observational skills to notice characteristics like leaf shape, flower colour, and plant height. That some trees grow tall while others are small and how this affects the environment around them. About human features - how gardens and parks are designed for both people and nature, recognizing the importance of plants for clean air and beauty. About the role of gardeners, landscapers, and conservationists in maintaining local green spaces. About different weather conditions and how they influence the growth of plants (e.g., sunny days help plants grow, while too much rain can make them droop). How to observe describe weather patterns associated with each season, such as rainy spring days leading to blooming flowers. To develop their mapping skills by creating simple maps of their own gardens or local parks, marking where trees and plants are located. 	<p>What types of trees do you see around your house? Can you describe them? How does Stanley use his stick in the story? What could you do with a stick? What is your favourite flower, and why do you like it?</p> <p>Identifying features: How tall is the tallest tree you've seen? How would you describe it? Can you find a plant with colourful flowers? What colours do you see? What do you think happens to plants when it rains?</p> <p>Weather and seasons: How does the weather feel today? Is it sunny, rainy, or windy? What changes do you notice in the trees and plants as spring turns into summer? How do you think the weather affects what we see in our gardens?</p> <p>Map skills: Can you draw a map of your garden? Where are the different plants and trees? If you could create a garden, what plants would you put in it and why?</p>	<p>Nature: Tree, oak, maple, leaf, bark, trunk, branch, root, canopy, Plant, flower, stem, leaf, seed, garden, vegetable, herb, bush, blossom Stick, garden, park. Human features: garden, park, playground, path, fence, building Physical features: nature, environment, landscape, soil, sunlight, water. Location, map. Weather: Sunny, rainy, windy, cloudy, season, temperature. Seasonal Changes: Spring, summer, change, grow, bloom, life cycle.</p>
<p>Summer 2 - Different Homes, Food, and Clothing - Focus on Summer and Seaside Towns</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> Talk about changes over time, describing how seaside towns have changed over time, such as how beach huts have been used for many years, and how people visit the seaside for holidays today just like they did in the past. 	<p>This term, children should learn...</p> <ul style="list-style-type: none"> That UK is an island, and seaside towns are found along the coast. Be able to recognise a seaside on a simple map of the UK. That different places have different features—like comparing the seaside to a big city such as London. How to identify physical features such as beaches, cliffs, and the sea, and human features like lighthouses, promenades, and piers. 	<p>What makes a seaside town special? How is it different from where we live? What can we do at the seaside that we cannot do in the city?</p> <p>Identifying features:</p>	<p>Physical Features: Beach, sea, cliff, rock pool, sand, waves. Human Features: Pier, lighthouse, promenade, beach hut, shops. Places:</p>

<ul style="list-style-type: none"> • Talk about how people change places, like building piers, promenades, and beach huts, or creating fun activities like donkey rides. • Understand why changes are made by people by discussing how people use seaside towns differently in the summer compared to other seasons, like how more people visit during the summer for holidays. • Identify and compare physical features of a seaside town (such as sandy beaches, sea, cliffs, and rock pools) to the human features (such as piers, lighthouses, beach huts, and shops). • Compare a seaside town to a city like London, noticing how a seaside town is quieter, has beaches, and lots of places for fun, while London has lots of tall buildings, roads, and busy streets. • Talk about how the weather affects what people wear and the types of activities they do, such as wearing shorts and eating ice cream on a warm day at the beach. • Simple maps skills, locating where some seaside towns are in the UK, such as Brighton or Blackpool. • Practise drawing a simple map of a seaside town, marking important features like the beach, shops, and the sea. 	<ul style="list-style-type: none"> • That people visit seaside towns for fun in the summer, and the different activities that can be done there, such as building sandcastles, swimming, and eating fish and chips. • That people dress differently at the seaside in summer compared to what they might wear in the city, and learn how they eat different foods, like enjoying seafood or ice cream. <p>that the UK is an island, meaning it is surrounded by the sea, and that seaside towns are places located near the coast.</p> <ul style="list-style-type: none"> • That the weather at the seaside can change. • Talk about how it is often sunny and warm in the summer, which makes it a great place to visit, but it can also be windy. 	<p>Can you find the sea in this picture? What else do you see at the seaside? What kinds of things are made by people at the seaside? What things are natural?</p> <p>Changes over time and human impact: * How do you think people change the seaside? Why do we build piers and beach huts? * How is the seaside in summer different from winter? What do people do there in each season?</p> <p>Map skills: Where do we find seaside towns? Can you show where the sea is on this map? What would you put on a map of a seaside town?</p>	<p>Seaside, coast, town, city, island. UK Geography: United Kingdom, map, island, coast.</p> <p>Seasons and weather: Summer, warm, hot, windy, sunny, holiday, vacation.</p> <p>Beach activities: Sandcastle, swim, paddle, rock pool. Food: Ice cream, fish and chips. Clothing: Swimsuit, shorts, hat, sunglasses.</p>
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Years 1-6: National Curriculum supplemented by CUSP

Year	<u>Unit title and skills</u>	<u>Objectives / knowledge</u>	<u>Questions that children will answer</u>	<u>Vocabulary</u>	
				Previous:	New:
1	<p>AUTUMN - Continents, oceans, countries and capital cities of UK and seas</p> <p>LOCATIONAL KNOWLEDGE</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use basic maps, atlases and globes to identify and locate the world's seven continents and five oceans • Use a basic maps, atlases and globes to identify and locate the four countries and capital cities of the United Kingdom • Use geographical knowledge to describe the characteristics of the four countries and capital cities of the United Kingdom 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The names and locations of the world's seven continents and five oceans • The names, location and characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas • Which seas surrounding the United Kingdom 	<ol style="list-style-type: none"> 1. What are the 7 continents of the world? Where will we find them? 2. What are the 5 oceans of the world? Where will we find them? 3. What are the four countries of the United Kingdom? Where will we find them? 4. What are the capital cities of the four countries of the United Kingdom? Where will we find them? 5. What seas surround the United Kingdom? Remember countries and capital cities. Retrieve continents and oceans 		<p>ocean continent polar atlas Asia Africa Antarctica Australia Europe North America South America Atlantic Arctic Indian Pacific Southern Europe vast azure rotated expanse</p>
	<p>SPRING - Hot and cold locations</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use knowledge of seasonal and daily weather patterns to explain different weather conditions • Use maps, atlases, and globes to locate the Equator, North Pole, and South Pole • Use geographical knowledge to locate and name hot and cold places around the world 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The seasonal and daily weather patterns in the United Kingdom • Where the equator is • That the equator is invisible • North, South, East and West • The location of the North and South Poles • The location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ol style="list-style-type: none"> 1. Remember - name and find the 7 continents and 5 oceans of the world. 2. Where is the equator? 3. Where is hot and where is cold on the Earth? 4. Where are the 	Previous:	<p>New: continent ocean polar equator temperate compass location moist misty</p>

			<p>North and South Poles? What are they like?</p> <p>5. Where can I find hot countries? What are they like?</p> <p>6. Summary - where are hot and cold areas of the world?</p>		<p>scorched</p> <p>freezing</p> <p>tropical</p>
	<p>SUMMER - Local area map work skills</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use simple compass directions (North, South, East, and West) to describe the location of features and routes on a map • Use locational and directional language (e.g., near and far; left and right) to describe the position of features and routes on a map 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • How to use simple fieldwork and observational skills to study the geography of their school and its grounds • The difference between human and physical features • The key human and physical features of their school's area 	<ol style="list-style-type: none"> 1. What is a map? 2. How do I make an imaginary map? We're going on a bear hunt 3. How do you show what a place is like? The Storm Whale 4. How do I make a real map? 	<p>Previous:</p> <p>location</p>	<p>New:</p> <p>aerial</p> <p>connected environment</p> <p>feature</p> <p>fieldwork</p> <p>built</p> <p>human</p> <p>imaginary</p> <p>natural</p> <p>place</p> <p>space</p>
2	<p>AUTUMN - Local area study</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use maps and observational skills to identify and locate their school and local area • Create a simple map using basic symbols and a key • Use geographical knowledge to explain the differences between larger and smaller scale maps, including OS maps • Use simple fieldwork and observational skills to study the geography of their school, its grounds, and the key human and physical features of the surrounding environment 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • How to use an atlas and globe • How to use North, East, South, West to give directions • The names of some local landmarks • Examples of some local human and physical features • The purpose of a map 	<ol style="list-style-type: none"> 1. What are human features? 2. What are physical features? 3. What features does our local area have? 	<p>Previous:</p>	<p>New:</p> <p>fieldwork</p> <p>settlement</p> <p>coastal</p> <p>worship</p> <p>location</p> <p>rural</p> <p>contrast</p> <p>record</p> <p>surrounding</p> <p>natural</p> <p>shelter</p> <p>observe</p>
	<p>SPRING - 1: Comparison of a non-European location with small area of UK (London and Nairobi)</p> <p>PLACE KNOWLEDGE</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use maps, atlases, and globes to identify and locate non-European countries • Use geographical knowledge to explain details of the tribe living in the Amazon rainforest • Use knowledge of ecosystems to identify and explain the importance of rainforests 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The features of a rainforest • The types of animals that live in rainforests • That the Yanomami tribe is indigenous to the Amazon rainforest • The features of the tribe's houses, food, and transport • The threats to animals and humans living in the rainforest • The difference between - and examples of - human and physical features 	<ol style="list-style-type: none"> 1. Where are the rainforests? What are they like? 2. How do the Yanomami people live? 3. What is different about my location and the Yanomami? 	<p>Previous:</p>	<p>New:</p> <p>indigenous</p> <p>equator</p> <p>ecosystem</p> <p>deforestation</p> <p>sustainability</p> <p>Tribe</p> <p>remote</p> <p>rainforest</p> <p>isolated</p> <p>thrive</p> <p>belief</p> <p>disease</p>
	<p>SPRING - 2: Local area map work skills and introduction to scale</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Compare representations of the same place on different types of maps • Identify and explain how one type of map is more beneficial in a situation • Identify human and physical features on a map • Use symbols to represent places on a map • Use the compass points to give and follow directions 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The compass points (N, E, S, W) • What 'large-scale' and 'small-scale' mean • The purpose of - and how to use - a key • The symbols used to identify places on a map • The difference between physical and human features, and examples of each 	<ol style="list-style-type: none"> 1. How do we describe places? 2. What physical features does Poplar have? 3. What human features does Poplar have? 4. Map keys: how can we show what Poplar is like? 5. Sketch map: how can we show what Poplar is like? 6. How does the scale of a map tell us what the area around our school is like? 	<p>Previous:</p> <p>Sketch</p> <p>Decrease</p> <p>Increase</p> <p>symbol</p>	<p>New:</p> <p>aerial</p> <p>scale</p> <p>cardinal</p> <p>point</p> <p>valley</p> <p>port</p> <p>Vegetation</p> <p>align</p> <p>observe</p> <p>sketch</p>

	<p>SUMMER - Compare an alternative non-European locality (Village in a rainforest)</p> <p>PLACE KNOWLEDGE</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Identify and explain the similarities and differences of two places • Use geographical vocabulary to refer to physical features (beach, cliff, coast, forest, hill, landmark, mountain, ocean, river, sea, soil, savanna, valley, vegetation, season, weather, urban, rural, and coastal) • Use geographical vocabulary to refer to human features (city, town, village, landmark, factory, farm, house, office, port, harbour, shop, slum) • Use aerial photographs and plan perspectives to recognise landmarks as well as basic human and physical features 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Where England and London are located • The main human and physical features of London • Where Kenya and Nairobi are located on a world map • The main human and physical features of Nairobi • How animals are suited to different habitats • Advantages and disadvantages of semi-permanent villages • The differences between a yanos home and a British home 	<ol style="list-style-type: none"> 1. Where are the rainforests? What are they like? 2. How do the Yanomami people live? 3. What is different about my location and the Yanomami? 	<p>Previous: flammable engulfed</p>	<p>New: devoured possessions ineffective Doused bustling raged extinguished Merchant Advantages Disadvantages</p>
3	<p>AUTUMN - Map and fieldwork skills using human and physical geography</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Explain the similarities and differences between places across the world • Describe and identify key physical geography features (topography, climate zones, vegetation belts, mountains, rivers, and the water cycle) • Describe key human geography features (region, county, capital city, city, settlement, recreation, harbour) • Explain how places are shaped by human and physical features • Explain how physical features shape a place and the reason that human features are there • Use the 8 points of a compass to locate human and physical features in the locality • Identify and compare physical features of the U.K. • Use digital mapping software and satellite images to compare terrain • Contrast localities, such as East Anglia and Cumbria 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • That North is an important cardinal point on a compass – all OS maps displayed facing North. • How a compass helps explain the location of human and physical features in this place. • How to use a compass. • The North and South hemispheres/poles • Different regions shown on maps 	<ol style="list-style-type: none"> 1. What are the 8 points on the compass? 2. Where are the physical and human features located in this place? 3. What physical features can you identify in the U.K? 	<p>Previous: cardinal point</p>	<p>New: bearing settlement recreation harbour deciduous bisect precise accurate approximately relation align</p>
	<p>SPRING - Counties and regions of the United Kingdom - UK Study</p> <p>LOCATIONAL KNOWLEDGE</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom, geographical regions, and their identifying human and physical characteristics, including key topographical features • Identify land-use patterns and know how some of these aspects have changed over time • Explain what regions, counties, and cities are like in the United Kingdom 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Some examples of human landmarks around the UK (Tower Bridge, Stonehenge, Angel of the North, Hadrian's Wall, Edinburgh Castle, Severn Bridge, Cardiff Castle) • Some examples of physical landmarks around the UK (White cliffs of Dover, Scafell Pike, River Thames, Snowdonia, Giant's Causeway, River Bann) • Capital cities of the UK • Regions of the UK (East of England, North West, North East, Yorkshire and the Humber, South West, London) • That human landmarks are built features • That physical landmarks are natural features of the land • That large scale maps are good for showing individual buildings and roads • That small scale maps are good for showing large areas of land 	<ol style="list-style-type: none"> 1. Remember countries and capital cities. What are the regions of England? 2. What are the cities and counties of the UK? 3. What are the physical and human landmarks of England and Scotland? 4. What are the physical and human landmarks of Wales and Northern Ireland? 5. What are the topological patterns of the UK? What can I see here? 6. Summarise, present and explain regions, counties, cities and landmarks of the UK. 	<p>Previous: settlement</p>	<p>New: topography landmarks region county extensive terrain wilderness barren sophisticated scale contour line</p>

	<p>SUMMER - 1: Revisit UK Study - human and physical features</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure, record, and present the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs, and digital technologies, such as Digimap for Schools • Compare the physical landscape of Scotland and England, identifying similarities and differences between them • Identify ports on a map, and explain why they are located in certain places • Draw a simple map of the school, identifying human and physical features with symbols 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The largest capital city of the UK and the reason why • The difference between the UK and Great Britain • How and why some physical and human features can become tourist attractions • That a place's physical environment and temperature are connected 	<p>Retrieve the BIG ideas and add detail to the partially-completed knowledge organiser</p> <ol style="list-style-type: none"> 1. What are the countries and capital cities 2. of the United Kingdom? 3. What are the regions of the UK and what are some of 4. their physical and human characteristics like? 5. What are the human and physical features of Scotland and England? 6. What are the human and physical features of Wales and Northern Ireland? 7. What are the topographical features of the United Kingdom? 	<p>Previous:</p> <p>cardinal point bearing settlement recreation harbour deciduous bisect precise accurate approximately relation align</p>	<p>New:</p> <p>observe measure record present</p>
	<p>SUMMER - 2: OS Map skills and Fieldwork</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Make choices when using maps, atlases, globes, and digital/computer mapping through Digimap for Schools to locate countries and describe features studied • Skilfully use the eight points of a compass, four and six-figure grid references, symbols, and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world • Locate the physical and human features on a map of the local area • Describe the location of features using cardinal (NSEW) and intercardinal (NE NW SE SW) points • Identify symbols and features of an OS map • Describe a location's landscape 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The uses and history of ordnance survey maps • The basic features of a map, and to use these in their own drawing of a map • That physical features on a map can show us why people live in a certain region 	<ol style="list-style-type: none"> 1. What is an Ordnance Survey (OS) map? 2. How does scale change the way we describe a place? 3. What's the area like just beyond the school? 4. What's the area like beyond our region? 	<p>Previous:</p> <p>area cardinal historical</p>	<p>New:</p> <p>geographical key ordnance scale survey Sustainable landscape measuring solar</p>
4	<p>AUTUMN - 1: Rivers</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use latitude, longitude, and key global lines (Equator, Tropics, Arctic/Antarctic Circle, Prime Meridian) to locate and explain significant positions and time zones • Identify places built around rivers and explain why they are located there • Explain how physical features shape a place and describe why human features are present 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The features of a river • That most settlements are built around the middle course of a river, and the reasons why • What happens when fresh water meets salt water • Which physical features make the River Thames suitable or unsuitable for different activities, such as kayaking and fishing • Which buildings in our local area would be most affected if the River Thames were to flood 	<ol style="list-style-type: none"> 1. What are the features of a river? (2 lessons) 2. What's our local river? What features can we see? Where did it come from and where does it flow? 	<p>Previous:</p> <p>raging</p>	<p>New:</p> <p>rivulet estuary flood plain tributary confluence Channel tumble cascading precipice iconic turbulent</p>
	<p>AUTUMN 2 - 2: Latitude and longitude</p> <p>LOCATIONAL KNOWLEDGE</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, and key global markers (Equator, Tropics, Arctic/Antarctic Circle, Prime Meridian, and time zones) 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • How latitude tells us about what a place is like and the climate of a location, such as the tropics or polar regions • How latitude and longitude help us to locate places more easily • How latitude and longitude are connected • That the climate of a location is defined by its 	<ol style="list-style-type: none"> 1. What are lines of latitude? 2. What are lines of longitude? 3. How do lines of latitude and longitude tell us what the location is 	<p>Previous:</p> <p>co-ordinate</p>	<p>New:</p> <p>latitude longitude horizontal vertical meridian Equator parallel</p>

<ul style="list-style-type: none"> • Use maps, atlases, globes, and digital/computer mapping to locate countries and describe geographical features • Use the eight points of a compass, four and six-figure grid references, symbols, and key (including Ordnance Survey maps) to build knowledge of the UK and the wider world • Use fieldwork to observe, measure, record, and present human and physical features in the local area with methods like sketch maps, plans, graphs, and digital technologies 	<p>latitude</p> <ul style="list-style-type: none"> • That human features are influenced by the latitude of a location • Which locations are most vulnerable to climate change, and why • Both latitude and longitude are imaginary lines that were invented by ancient explorers as humans began to travel lengthy distances • How to read longitude and latitude to find an exact location 	<p>like?</p> <ol style="list-style-type: none"> 4. How can you find exact locations around the world? 5. What are time zones and how do they affect us? 6. How does day and night occur? 7. Optional lesson – locate Greece and Egypt using geographical skills 		<p>determine circumnavigate constitutes straddle</p>
<p>SPRING - Water cycle</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Describe key physical geography features (topography, climate zones, vegetation belts, mountains, rivers, and the water cycle) • Describe key human geography features (region, county, capital city, city, settlement, recreation, harbour) • Explain how places are shaped by human and physical features • Identify and explain the process of evaporation, condensation, precipitation, percolation, and runoff • Create a flow diagram to represent geographical processes 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • How the water cycle defines a place • How the water cycle affects our local area • Why life is dependent on the water cycle • How physical and human features of a place are defined by the water cycle • How the climate and global warming are affected by/affecting the water cycle • What could cause part of the water cycle to change, and the consequences of this • How the water cycle affects the way we live and the things we build • Water evaporates from the sea, lakes and rivers. It also transpires from plants. • Evaporation is the change in state of water, for example. It changes from a liquid into a gas. 	<ol style="list-style-type: none"> 1. What is the water cycle? 2. How does the water cycle work? 3. What affects the water cycle? 	<p>Previous: sequence</p>	<p>New: groundwater precipitation condensation transpiration percolation Evaporate infiltrate reoccurring/ recurring pollution consequence permeate</p>
<p>SUMMER - 1: Map skills – environmental regions</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Make choices when using maps, atlases, globes, and digital/computer mapping (e.g., Digimap for Schools) to locate countries and describe features • Skilfully use the eight points of a compass, four and six-figure grid references, symbols, and keys (including Ordnance Survey maps) to build knowledge of the UK and the wider world • Use fieldwork to observe, measure, record, and present human and physical features in the local area using methods like sketch maps, plans, graphs, and digital technologies • Locate countries of the world, focusing on Europe (including Russia), North, and South America • Locate environmental regions, key physical and human characteristics, countries, and major cities • Explain similarities and differences between places in different environmental regions, such as Mediterranean or Polar regions 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • How latitude defines the major environmental regions of the world • How environmental regions define the physical features of a place • How environmental regions affect the way a place is used and lived in • The effect of an environmental region changing • How environmental regions shape the way people live • What makes environmental regions and spaces (the way they are used) special to that locality • Similarities between different places, but similar regions • Significant individuals, such as Wladimir Köppen, who identified major climate types 	<ol style="list-style-type: none"> 1. What are environmental regions? 2. Europe: what are the major environmental regions? 3. Russia: what are the major environmental regions? 4. North America: what are the major environmental regions? 5. South America: what are the major environmental regions? 6. Structured assessment task: Apply and show what you know. 	<p>Previous:</p>	<p>New: biome climate environmental equatorial Mediterranean tropic arid bountiful locality major rapid vibrant</p>

	<p>SUMMER - 2: Revisit Rivers</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Identify and explain the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian, and time zones (including day and night) • Explain the significance of places built around rivers • Explain how physical features shape a place and why human features are located there 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Rivers flow towards the sea or large lakes - they are driven by the non-contact force of gravity • Rivers have carved their paths across the landscapes - great civilisations have been built around rivers, such as the River Nile. • The River Nile flows from the mountains of Rwanda and Ethiopia northwards to the Mediterranean (South to North) • Which point a river's course (upper, middle, or lower) flows fastest • Key physical features of the River Nile • Key human features of the River Nile (tourism, fishing, irrigation, farming, transport, electrical power) • Ancient and modern uses of the River Nile 	<p>1. REMEMBER: what are the features of a river?</p> <p>2-3. River study: what are the major rivers of the world? Choose one of the following questions to study in depth over two lessons</p> <ul style="list-style-type: none"> • Where is the River Nile and what features does it have? • How is the River Nile used and what features does it have? • Where is the Amazon River and what features does it have? 	<p>Previous:</p> <p>rivulet estuary flood plain tributary confluence Channel tumble cascading precipice iconic turbulent</p>	<p>New:</p> <p>Significance</p>
5	<p>AUTUMN - World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Locate countries and cities of the world using maps and atlases • Identify and explain world biomes by building on prior knowledge of environmental regions • Use maps to locate the world's countries and explain how key physical and human characteristics define countries and major cities • Explain how places are shaped by their location, physical, and human features • Explain why features of places are influenced by human and physical factors such as trade or tourism • Describe key physical geography features and processes related to climate zones, vegetation belts, earthquakes, mountains, and volcanoes • Describe key human geography features such as types of settlement, land use, economic activity, and the distribution of natural resources (energy, food, minerals, water) • Analyse a population density map to identify patterns and trends • Compare and contrast biomes, identifying their similarities, differences, and how they vary across the world 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The names of the major countries in Europe • That there are 44 countries in Europe • The names of the major countries in North America • That there are 23 countries in North America • The names of the major countries in South America • That there are 12 countries in South America • That latitude tells us about what a place is like • That longitude helps identify a location • What a biome is, and to name them • How latitude is connected to a biome • A desert is defined as a place with no rainfall or incredibly low rainfall. Antarctica is a polar desert. • Cities bring wealth through employment, business and banks. Sadly, many cities have exceptionally poor areas. For example, Mexico City has slums with people living in very poor conditions. • How human features reflect the latitude of a location • Which biomes are the most vulnerable to climate change, and how climate change might affect different biomes • How the culture of a place might change if the biome changed 	<p>1. Where would you find some of the major countries of the world? Remember continents, lines of latitude, longitude, and the Equator</p> <p>2. Where would you find some of the major cities of the world? Remember continents, lines of latitude, longitude, and the Equator</p> <p>3. What is a biome? (environmental region)</p> <p>4. How do biomes change across the world?</p> <p>5. What are the human characteristics that define Europe, North and South America?</p> <p>6. What are the physical characteristics that define Europe, North and South America?</p>	<p>Previous:</p> <p>arid Biome hemisphere latitude longitude Equator continent</p>	<p>New:</p> <p>fertile densely exceptional craggy scenery</p>
	<p>SPRING - 1: OS maps and fieldwork</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use maps, atlases, globes, and digital/computer mapping (e.g., Digimap for Schools) to locate countries and describe geographical features studied • Use the eight points of a compass, four and six-figure grid references, symbols, and keys (including Ordnance Survey maps and orienteering) to build knowledge of the local area, the UK, and the wider world • Use fieldwork to observe, measure, record, and present human and physical features in the local area through sketch maps, plans, graphs, and digital technologies (e.g., Digimap for Schools) • Explain the importance of Ordnance Survey (OS) maps in warfare 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • What your local area looks like on a small-scale and a large-scale map • What features you can and can't see on a small-scale and a large-scale map, and the reasons why • Large scale maps show the detail of a place in a larger size. A map scale of 1:25 000 is useful for hill walking and shows you the detail of rivers, streams and contour lines. Small scale maps have a larger scale number. For example, 1:250 000 shows you a wider area, but in less detail. • How contour lines help us know about the shape of the land • When contour lines are very close together, human features aren't very common • Contour lines never cross over each other. They can appear very close, which means the land is steep. 	<p>Remember: what are OS maps and how do we use them?</p> <p>What are four and six figure grid references?</p> <p>What are contour lines?</p> <p>What does the land look like in my local area?</p> <p>What is the land like in a contrasting locality?</p> <p>Structured Explanative Assessment Task.</p>	<p>Previous:</p> <p>contrast coordinates intersect eastings northings terrain</p>	<p>New:</p> <p>slope contour line plateau solar farm turbine undulating</p>

	<ul style="list-style-type: none"> • Identify and explain when to use a four-figure versus a six-figure grid reference based on the level of detail needed 	<ul style="list-style-type: none"> • A contour line tells us the location and height of the land – a location cannot have two different heights • How map keys (legends) tell us the shape and use of the land • Which direction solar farms face • That the location of wind turbines is important • What OS maps help us know more of about places we want to visit 			
	<p>SUMMER - 4 and 6 figure grid references</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use maps, atlases, globes, and digital/computer mapping (e.g., Digimap for Schools) to locate countries and describe geographical features studied • Use the eight points of a compass, four and six-figure grid references, symbols, and keys (including Ordnance Survey maps and orienteering) to build knowledge of the local area, the UK, and the wider world • Use fieldwork to observe, measure, record, and present human and physical features in the local area through methods such as sketch maps, plans, graphs, and digital technologies (e.g., Digimap for Schools) 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • How 4 and 6 figure grid references tell us more about a place and the space that is used • The difference between four and six figure grid references • How grid references can be used to help explain more about the human or physical features of a place • 4 figure grid references will get you close to a location, whereas a 6 figure grid reference will be even more precise • A large scale map will allow you to see the information in a LARGER scale. It allows you to see the larger detail of shops and roads, for example • A small scale map will allow you to see the whole area, focusing on regions or areas. What you see looks SMALLER • The larger an object appears on a map, the larger the scale is 	<ol style="list-style-type: none"> 1. Why do we need latitude and longitude? 2. What are 4 and 6 figure grid references and how do we use them? 3. How can I precisely describe locations, landmarks and places as a geographer? 	<p>Previous:</p> <p>latitude Longitude parallel horizontal co-ordinates hemisphere</p>	<p>New:</p> <p>intersect meridian northings eastings reference degrees</p>
	<p>SUMMER - 2: Revisit World cities, biomes and environmental regions</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Locate countries and cities of the world using maps and atlases • Identify and explain world biomes, building on prior knowledge of environmental regions • Use maps to locate countries and explain how key physical and human characteristics define countries and major cities • Explain how places are shaped by their location, physical, and human features • Explain why features of places are defined by human and physical factors such as trade or tourism • Describe key physical geography features and processes, including climate zones, vegetation belts, earthquakes, mountains, and volcanoes • Describe key human geography features, such as types of settlement, land use, economic activity (including trade links), and the distribution of natural resources (energy, food, minerals, and water) 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Russia is a transcontinental state – it spans Europe and Asia. Turkey and Egypt are also transcontinental. • The United States of America is only one of many countries that make up North America. • A desert is defined as a place with no or incredibly low rainfall. Antarctica is a polar desert. • Cities bring wealth through employment, business and banks. Sadly, many cities have exceptionally poor areas. For example, Mexico City has slums with people living in very poor conditions. • Not all deserts are hot • Environmental regions in each continent • Capital cities/hemispheres/biomes/climates of countries in Europe and North America • Human and physical features within capital cities 	<ol style="list-style-type: none"> 1. Where would you find some of the major countries of the world and their capital cities? 2. What are the different biomes around the world? 3. Compare and contrast: use what you know about the physical features that define Europe, North and South America. 	<p>Previous:</p> <p>arid fertile densely exceptional craggy Scenery continent latitudes longitude equator hemisphere biome</p>	<p>New:</p> <p>Transcontinental wealth</p>
6	<p>AUTUMN - Physical processes Earthquakes, mountains and volcanoes</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Describe and understand key aspects of physical geography, including mountains, volcanoes, and earthquakes, while locating relevant countries and cities of the world • Explain how places are shaped by their location, physical, and human features • Explain why the features of places are defined by human and physical factors such as trade or tourism • Describe key physical geography features and processes, including climate zones, vegetation belts, earthquakes, mountains, and volcanoes • Describe key human geography features, such as types of settlement, land use, economic activity 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Earthquakes, mountain formation and volcanic activity are connected. • Tectonic plate movement results in earthquakes, mountain formation and volcanic activity taking place. • There are many types of volcanoes, depending on the shape, location and activity. • Mountains have been shaped over millions of years. We name mountain types by the way they were formed. • The Earth has 4 different layers, including crust, mantle, outer core and inner core. The inner core is about the size of the Moon. • Similarities and differences between places that have active earthquake zones • The process of volcanic eruption • Why human features can't withstand the force of volcanic eruption • The impact that earthquakes, mountain 	<ol style="list-style-type: none"> 1. What makes up the layers of planet Earth? 2. What are tectonic plates and where do you find them? 3. How do tectonic plates move and what happens? 4. What causes an earthquake and what's the effect? 5. How are mountains formed? 6. How do volcanoes work? 	<p>Previous:</p>	<p>New:</p> <p>epicentre fissure dormant magma molten Mantle viscous churning buckle disaster devastation magnitude</p>

<p>(including trade links), and the distribution of natural resources (energy, food, minerals, and water)</p> <ul style="list-style-type: none"> • List the layers of the Earth and order them from coolest to hottest • Explain how the continents developed over millions of years • Explain the chain of events triggered by the movement of Earth's tectonic plates • Identify types of volcanoes (fissure, shield, stratovolcano/composite, and caldera) 	<p>formations and volcanoes have on the environment</p> <ul style="list-style-type: none"> • How a landscape is forged and shaped by physical processes • Why people live in the shadow of volcanoes • How earthquakes affect the way people live their everyday lives • Why mountains attract people to live near or visit them 			
<p>SPRING - 1: Settlements and relationships</p> <p>HUMAN AND PHYSICAL GEOGRAPHY</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Know and explain how places are shaped by their location, physical, and human features • Know and explain why the features of places are defined by human and physical factors such as trade or tourism • Know and describe key physical geography features and processes, including climate zones, vegetation belts, earthquakes, mountains, and volcanoes • Know and describe key human geography features, such as types of settlement, land use, economic activity (including trade links), and the distribution of natural resources (energy, food, minerals, and water) 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • The features of a settlement • The size and types of different settlements (towns, villages, cities, hamlets, conurbations) • Where settlements are located on an OS map • Advantages and disadvantages of different settlement locations • Uses and motivations of natural resources, trade, industry and commerce • Reasons for migration • That major settlements are located all over the world with similar and different latitudes and longitudes • How trade connects the world • Which industries are supporting our environment and are sustainable • Why people would live in the shadow of a coal mine • Settlements that thrive are located in places that have resources to support the people who live there. The physical features of an area push or pull people to settle there. • If conditions change negatively, such as employment at a coal mine stops, then people are pushed away to find new work. If conditions change positively, such as lots of new jobs, then people are pulled towards that settlement • Refugees are displaced from their homeland because of war or persecution and their government cannot / will not protect them. People migrate because of factors that push people away from their homeland. Some people migrate because there is poverty, famine or disease. Others migrate for jobs and a better way of life. 	<ol style="list-style-type: none"> 1. What are settlements and where are they found? 2. Do settlements have a pattern? 3. Do people, their movement and economic activity have patterns? 	<p>Previous: location resource Advantages Disadvantages</p>	<p>New: trade economy navigable lowland migrant Refugee distribute employ production consumption</p>
<p>SPRING - 2: Comparison study of North America, Europe and UK</p> <p>PLACE KNOWLEDGE</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Locate the world's countries using maps and explain how key physical and human characteristics define countries and major cities • Explain and understand geographical similarities and differences by studying the human and physical geography of the Lake District (UK), Tatra Mountains (Poland), and a region in North or South America (e.g., Jamaica) • Interpret graphs to draw conclusions about geographical data • Explain the formation of the Lake District • Calculate population density using a given formula • Consider the advantages and disadvantages of a mountainous border between two countries • Rank information based on geographical importance • Use a map to identify the terrain of a location • Identify physical and human features, locations, and climatic features of a location 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Where the Lake District is located on a map • Where the Caribbean is located on a map • Features of the Lake District • Which animals and plants can be found in the Lake District • How the Lake District was formed over time • What Poland is like • Where the Tatra mountains are located on a map • Advantages and disadvantages of having a mountainous border between two countries • The climate of the Tatra mountains • The physical and human features of the Tatra mountains • The threats towards National Parks • The relationship between North America, the Caribbean and Jamaica • The impact of tourism on different countries • The formation of Caribbean countries • The similarities and differences between the Lake District, Tatra mountains and the Caribbean • How the environment of the Lake District, Tatra Mountains and the Blue Mountains is being affected because of climate change or increased tourism • In these areas, the risks that animals face because of climate change or the increase in tourism • People are drawn to the natural beauty and ruggedness of the Lake District • The rocks that form the Lake District have both 	<ol style="list-style-type: none"> 1. Where is the Lake District and what is it like? 2. How was the Lake District formed? 3. Poland: where can you find the Tatra mountains? 4. What are the Tatra mountains like? 5. The Caribbean and Jamaica: what do we know? What's the terrain like? 6. What is similar and what is different between the Lake District, Tatra mountains and the Caribbean? 	<p>Previous: contrast temperate Advantages Disadvantages</p>	<p>New: orogeny glaciation tectonic summit altitude Equivalent erosion inhospitable moderately prosper</p>

	<p>changed location and appearance over millions of years.</p> <ul style="list-style-type: none"> • Jamaica has the Blue Mountain found on the eastern side of the island 			
<p>SUMMER - Maps and orienteering</p> <p>GEOGRAPHICAL SKILLS AND FIELDWORK</p> <p>This term, the children should be able to...</p> <ul style="list-style-type: none"> • Use maps, atlases, globes, and digital/computer mapping (e.g., Digimap for Schools) to locate countries and describe features studied • Use the eight points of a compass, four and six-figure grid references, symbols, and keys (including Ordnance Survey maps and orienteering) to build knowledge of the local area, the UK, and the wider world • Use fieldwork to observe, measure, record, and present human and physical features in the local area through sketch maps, plans, graphs, and digital technologies (e.g., Digimap for Schools) • Use geographical vocabulary to describe the school grounds • Identify and explain how orienteering helps to understand the use of space in a place • Orienteer a map correctly • Draw a simple map, including human and physical features • Navigate an orienteering course using map skills • Choose an attack point and move as a team to the control point • Identify the advantages and disadvantages of navigating an orienteering course as part of a team 	<p>This term, the children should know:</p> <ul style="list-style-type: none"> • Why distance and connection is important in orienteering • How you use physical and human features to help you navigate • How orienteering can help you get to know the environment • What footprint orienteering leaves on the environment • How orienteering could help you see and get to know new places • Orienteering is a sport that can be undertaken in the school grounds or in more isolated areas. It's best to learn the basics in a safe and known area • Basic map skills enable participants to follow an orienteering course. You don't need a compass to begin with. As orienteering becomes more advanced, a compass will be essential. • Orienteering is a sport for all people: girls, boys, men and women. There are many types of orienteering events, including on foot, on mountain bikes, on skis and in wheelchairs • That features help provide points of reference for orienteering 	<ol style="list-style-type: none"> 1. Remember: what are 4 and 6 figure grid references? How do we use them? 2. What is orienteering? How do I orientate a map? 3. How do I navigate a simple indoor course using controls? 4. How do I navigate a simple outdoor course using controls? 5. Matala: how do I navigate multiple outdoor courses using controls? 6. How do I plan and set up an orienteering course? 	<p>Previous:</p> <p>Advantages Disadvantages Human features Physical features Orienteering</p>	<p>New:</p> <p>checkpoint control legend navigate orientate Orienteering aerial appreciate coniferous distinctive participant randomised</p>