

Time allocation - 36 hours a year  
 3 hours per week if teaching two Geography topics a year (two half terms)

## Geography Progression

Strands	Foundation Stage 1	Foundation Stage 2
Locational knowledge	<p>I can talk about my home and the places that I go to in my immediate environment.</p> <p>I can recall where objects belong.</p> <p>I can match parts of objects that fit together (e.g. putting a lid on a teapot).</p> <p>I know some landmark buildings (including places of worship) in my local environment and can discuss their importance.</p> <p>I can draw my own plans/maps of my immediate environment.</p> <p>I can use key vocabulary; trees, rivers, beaches etc in the correct context.</p> <p>I can draw information from a simple map.</p>	<p>I can talk about my home and the places that I go to in my immediate environment.</p> <p>I can create different play environments - beach, city, forest etc in small world play with support, naming their features; trees, rivers, mountains etc.</p> <p>I can describe the natural landscape of a biome.</p> <p>I know that we have different environments in this country (water, sea, woods, beaches etc).</p> <p>I can ask and answer 'why' questions about texts that have been read to me.</p> <p>I can engage in non-fiction books.</p> <p>I can listen to and talk about non-fiction books applying new knowledge and vocabulary.</p> <p>I know that the country we live in is England.</p> <p>I can name some hot and cold countries. (Year 1)</p> <p>I know that different countries have different landscapes (biomes).</p> <p>I know about the lifestyle of people in other countries for example: foods, home, clothing, significant buildings, languages and culture (European).</p>
Subject knowledge	<p>Children need to know that they live in Clifton. Some may live in other places or refer to it as Nottingham which is fine. Good talking point to discuss the difference. Others may say England. Children should be able to talk about the places they go in Clifton or Nottingham.</p>	<p>Children to know that they live in Clifton (or other area) and that this is close to the city Nottingham. Children also need to know that the country they live in is England. Don't worry about introducing the UK as done in Y1. Children need to explore different environments they might encounter in this country. This can be introduced through small world play. Children will begin to gain an understanding of the wider world and should explore lifestyles in other countries.</p>

Vocabulary	place, live, home, Clifton, Nottingham, England, city, country, map, plan, environment, tree, field, road, river, beach, forest	place, live, home, Clifton, Nottingham, England, city, country, environment, city, beach, forest, village, river, sea, farm, tree, mountain, tree, biome, ocean, forest, desert, tundra, grassland, savannah
Place knowledge/ Geographical Knowledge	<p>I can comment and ask questions about aspects of my familiar world such as the place that I live or the natural world.</p> <p>I know that there are many different countries in the world and can talk about the differences I have experienced or seen in photos.</p> <p>I can begin to recognise different types of buildings, foods, weather, animals and landscapes.</p>	<p>I know that some places are far away, and we cannot walk there.</p> <p>I know what a globe is and that it represents the world.</p> <p>I know the basic colour key on a map or globe; blue is the sea, green and brown is the land and white is snow.</p> <p>I can create my own map of imaginary locations using a basic key; tree, sea, sand etc.</p> <p>I know what an island is.</p> <p>I take a personal interest in maps and globes asking questions to extend my knowledge.</p> <p>I know that there are many different countries in the world.</p> <p>I know some features of biomes (tundra, desert, forest, grassland, savannah, oceans).</p> <p>I can draw plans/maps of my immediate environment.</p>
Subject knowledge	Children should begin to gain an understanding of the world outside their immediate environment. They should draw upon their own experiences to talk about places they have visited or seen in books or on TV.	Children should begin to gain an understanding of the world outside of England. They should discuss that some places are far away and talk about the ways they might travel there. They should begin to look at globes and simple maps to understand that the world is made up of both land and sea/oceans. They should be able to name some countries linked to their experiences (learning about India through festivals topic).
Vocabulary	World, Earth, planet, country, far away, buildings, food, weather, animals, landscapes	World, Earth, planet, countries, far away, travel, transport, land, sea, oceans, globe, map, key, tree, sea, sand, road, field, forest, town, city, village, houses, buildings, farm, park, biome, ocean, forest, desert, tundra, grassland, savannah
Similarities and Differences	<p>I can show interest in different occupations.</p> <p>I can notice differences and similarities between people.</p> <p>I can look closely at similarities, differences, patterns and change.</p> <p>I can use knowledge or experiences to compare buildings, foods, weather, animals and landscape.</p>	<p>I can make observations of landscapes in photos, books and videos.</p> <p>I can make links between my knowledge of biomes to classify animals.</p> <p>I understand that other countries have traditional foods, significant buildings, traditional clothing and their own language.</p>

		I can make inferences about locations in books based on previous knowledge or experiences (clothing worn, buildings, foods, weather, animals, landscape).
Subject knowledge	Children will explore similarities and differences between people. They should explore the different jobs people do. They will use their knowledge to compare buildings, food, weather, animals and landscapes in different areas.	Through books, children will explore different locations and landscapes. They will build upon their knowledge of biomes to talk about the animals that live there.
Vocabulary	Occupation, job, differences, similarities, people, buildings, food, weather, animals, landscapes	Observe, notice, landscapes, biomes, classify, animals, group, country, traditional foods, buildings, traditional clothing, language,
Geographical skills and fieldwork		
Subject knowledge		
Vocabulary		

Strands	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	<p>I can name and locate the four countries of the United Kingdom and the continent it is in.</p> <p>I can name and locate the capital city of the United Kingdom.</p> <p><i>The UK and Me</i></p>	<p>I can name and locate the four countries and capital cities of the United Kingdom.</p> <p>I can name and locate the United Kingdom's surrounding seas.</p> <p>I can identify characteristics of the four countries and capital cities of</p>	<p>I can name and locate the geographical regions and major cities of the United Kingdom.</p> <p>I can identify the human and physical characteristics of some major cities in the UK</p> <p>I can identify the human and physical characteristics and key topographical features in the United Kingdom.</p> <p><i>Out and About</i></p> <p>I can name and locate some</p>	<p>I can name and locate some countries in North and South America.</p> <p>I can locate areas of similar environmental regions on a map (climate zones and vegetation belts).</p> <p><i>Marvellous Mexico</i></p>	<p>I can name and locate some of the world's countries within continents.</p> <p>I can show awareness that in different countries of the world they separate the world into a different number of continents.</p> <p><i>The Seven Summits</i></p> <p>I can locate areas of similar environmental regions on a map</p>	<p>I can name and locate topographical features of countries and cities around the world and explain how they can change over time (e.g. rivers and volcanoes).</p> <p>I can identify land-use patterns in countries and cities around the</p>

		<p>the United Kingdom.</p> <p>I can name and locate the world's seven continents and five oceans.</p> <p>Lost!</p>	<p>countries in Europe and their capital cities.</p> <p>European Rivers</p>		<p>(biomes and climate zones).</p> <p>Adventure to Australia</p>	<p>world and describe how some of these aspects have changed over time.</p> <p>Amazing Americas</p> <p>I can identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, Prime/Greenwich Meridian and time zones (including day and night).</p> <p>Location, location, location</p>
<p>Subject Knowledge</p> <p>Pupil Knowledge</p>	<p>Recognise a map of the world and that land on Earth is grouped into areas. These groups are</p>	<p>The United Kingdom is made up of four countries, each has a capital city;</p> <ul style="list-style-type: none"> <li>• England - London</li> <li>• Scotland - Glasgow</li> </ul>	<p>Pupils use maps and atlases to identify the location of major cities in the UK. Pupils should be able to explain which UK country and regions the cities are in.</p>	<p>North America countries:</p> <p>USA</p> <p>Canada</p> <p>Mexico</p> <p>The Bahamas</p>	<p>In previous years children have located countries in Europe and North and South America so focus on other countries around the world with a small</p>	<p>Locate famous volcanoes around the world.</p> <p>Locate famous river around the world then focus on the Amazon</p>



continents.  
The UK is in the continent called Europe.

Locate Europe on a world map.  
Locate UK on a world map.

The United Kingdom is made up of four countries;

- England
- Scotland
- Wales
- Northern Ireland.

London is the capital city.

Discovering and exploring maps and atlases (interactive and visual).

- Wales - Cardiff
- Northern Ireland - Belfast

Identify characteristics of the four countries and capital cities:  
Pupils recognise photographs of the four capital cities by using knowledge of landmarks (aerial photographs)

Physical characteristics of 4 countries:

- England - Rolling hills and lowlands. Lots of rivers.
- Scotland - High mountain ranges, rolling hills and lowlands.
- Wales - Lots of hills and mountains
- Northern Ireland - Uplands and valleys. Lough Neagh—largest lake in the UK

Cities are very busy places with lots to see and do.

Recap on features the UK's four capital cities - Y2

Major Cities and regions -

UK country	12 regions	Major cities
Scotland	Scotland	Glasgow Edinburgh (capital city)
Wales	Wales	Cardiff (capital city)
Northern Ireland	Northern Ireland	Belfast (capital city)
England	North East	Newcastle upon Tyne
	North West	Manchester
	Yorkshire and Humber	Sheffield Leeds
	East Midlands	Nottingham Derby Leicester
	West Midlands	Birmingham Coventry
	East of England/East Anglia	Norwich
	London	London (capital city)
	South East	Oxford
	South West	Bath



Identify the human and physical characteristics of some major cities in the UK:

Recap on Y2 knowledge - pupils

Barbados  
Cuba  
Jamaica  
Costa Rica  
Guatemala

South America countries:

Argentina, Brazil, Chile, Colombia, Ecuador, Paraguay, Peru, Uruguay, Venezuela

Pupils can identify more countries in addition

Environmental regions: climate zones and vegetation belts (biomes covered in Y5).

Climate zones - polar, temperate, arid, tropical, Mediterranean, mountainous.

Vegetation belts - plant types - ice

recap on Europe etc.

Some countries say there are more than 7 continents and give them different names. Some add an 8<sup>th</sup> - Zealandia or they have less.



Note for teachers - Australia:

In addition to being the smallest continent, Australia is the flattest and the second-driest, after Antarctica. The continent is sometimes called Oceania, to include the thousands of tiny islands of the Central Pacific and South Pacific, most notably Melanesia, Micronesia, and Polynesia (including the U.S. state of Hawai'i). However, the continent of Australia itself includes only the nation of Australia, the eastern portion of the

(recap Year 3 river features etc) and how it has changed over time - more in depth on meanders and how to course of rivers change with erosion. Any other reasons for change? Humans?

Study land use patterns of the Amazon.

Latitude - horizontal across the globe, run east to west, measure distance north or south from the equator  
Longitude - vertical, run north to south, measure distance east or west from the prime meridian  
Equator - 0 degrees latitude, halfway between north and south pole, divides planet into

		<p>Pupils identify the physical and human features of the capital city London.</p> <p>Children recognise famous historical landmarks in the UK (recognise in photographs):</p> <p>London - Elizabeth Tower (Big Ben is the bell and a nickname for the tower), Buckingham Palace, Tower Bridge and The London Underground</p> <p>Scotland - Edinburgh Castle, Loch Ness</p> <p>Wales - Snowdon Cardiff Castle (Cardiff)</p> <p>Northern Ireland - Giant's Causeway</p> <p>Locate the surrounding seas - English Channel, North Sea and Irish sea</p> <p>The land on Earth is</p>	<p>identified physical and human features of London</p> <p>Pupils identify the human and physical characteristics of Bath (make connections with the Romans history topic taught in previous block - B2) and Glasgow</p> <p>Bath physical and human features</p> <p>Glasgow physical and human features</p> <p>Pupils to start making comparisons between the two cities.</p> <p><b>Note for teachers -</b> Topographical features: hills, mountains, coasts, rivers, valleys, lakes, cities and roads. Start with a recap on 'Physical characteristics of 4 countries' from Y2.</p> <p>Topographical features of the UK -</p> <p>Rivers: The UK has many rivers but the 3 main rivers are:</p> <ul style="list-style-type: none"> <li>➤ River Thames</li> <li>➤ River Severn</li> <li>➤ River Tyne</li> </ul> <p>The River Severn is the longest of all the rivers in the UK.</p>	<p>cap, tundra, coniferous forest, deciduous forest, broadleaf evergreen forest, mixed forest, temperate grassland, Mediterranean, desert scrub, desert, highland</p> <p>More information on climate zones and vegetation belts in the Geography progression folder on Sharepoint.</p>	<p><b>island of New Guinea (the nation of Papua New Guinea) and the island nation of New Zealand.</b></p> <p>Recap climate zones and vegetation belts from Year 4 as these are environmental regions but then focus on biomes. Biomes - Aquatic, desert, boreal/taiga forest, temperate forest, grassland, savannah, rainforest, tundra, ice.</p> <p>More information on biomes in the Geography progression folder on Sharepoint.</p>	<p>northern and southern hemisphere. Prime meridian - 0 degrees longitude, passes through Greenwich (London), sometimes known as the Greenwich meridian.</p> <p>Day and night due to the position of the sun. Midday is when the sun is at its highest point. This happens at different times around the world so the earth is split into time zones. All time zone are measured from a starting point (the prime/Greenwich meridian). How it was worked out: The Earth is a sphere divided into 360 degrees. The Earth turns 360 degrees in 24</p>
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		<p>grouped/divided into 7 main areas. These areas are called continents: Europe, Africa, Asia, North America, South America, Oceania and Antarctica.</p> <p>Note for teachers - Australia: In addition to being the smallest continent, Australia is the flattest and the second-driest, after Antarctica. The continent is sometimes called Oceania, to include the thousands of tiny islands of the Central Pacific and South Pacific, most notably Melanesia, Micronesia, and Polynesia (including the U.S. state of Hawai'i). However, the continent of Australia itself includes only the nation of Australia, the eastern portion of the island of New Guinea (the nation of Papua New</p>	<p>The River Thames is the second longest river and flows through the capital city of London.</p> <p>Lakes: The largest lake by in the UK is Lough Neagh, Northern Ireland (recap from Y2).</p> <p>Mountains Ben Nevis - Scotland Was once a massive active volcano which exploded and collapsed inwards on itself millions of years ago. It is the highest mountain in the UK</p> <p>Snowdon - Wales Highest mountain in Wales and England</p> <p>All countries in Europe and these major cities (focus on capital cities): London, Paris, Madrid, Vienna, Brussels, Berlin, Rome, Moscow, Lisbon, Warsaw etc</p>			<p>hours. 360 divided by 24 is 15 degrees, so the Earth turns 15 degrees each hour. Each time zone is 15 degree apart. The Earth has 24 different times zones- one for each hour in the day.</p>
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		Guinea) and the island nation of New Zealand.				
		5 oceans: Pacific, Atlantic, Indian, Arctic and Southern.				
Vocabulary	country, continent, United Kingdom, England, Scotland, Wales, Northern Ireland, Europe, London, capital city map Earth Atlas North South	Landmark Museum Capital city River Continent Oceans seas - English Channel, North Sea and Irish sea North South East West Uplands Lowlands Rolling hills valleys	county, city, capital city, region, United Kingdom  human features, physical features, topographical features, hills, mountains, coasts, rivers, valleys, lakes, cities, roads etc  country, Europe, major city, capital city, continent	Continent, country, North America, South America, Mexico,  The rest as above in subject knowledge.	Earth, globe, world, continents, countries, environmental regions,  The rest as above in subject knowledge.	Volcano, ring of fire  River, erosion, meanders, channel, valley, water, stream downstream, upstream, mouth, waterfall, source, bank, upper course, middle course, lower course, course  latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle,



						the Prime/Greenwich Meridian, time zones
Place Knowledge	<p>I can explain what Geography is. I understand the difference between human and physical features.</p> <p><i>The Great Outdoors</i> <i>The UK and Me</i></p> <p>I can identify human and physical features of a local area and compare this to another part of the world.</p> <p><i>The Great Outdoors</i> <i>The UK and Me</i></p>	<p>I can identify the similarities and differences in physical and human geography of a small area of the UK and non-European country.</p> <p><i>Into the Forest</i></p>	<p>I can identify the similarities and differences in human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p><i>Out and About</i></p>	<p>I can identify geographical similarities and differences through human and physical geography of a region of the United Kingdom and a region within North or South America.</p> <p><i>Marvellous Mexico</i></p>	<p>I can identify geographical similarities and differences through the study of human and physical geography of two different areas of the world.</p> <p><i>Adventure to Australia</i></p>	<p>I can identify geographical similarities and differences through the study of human and physical geography of two different areas of the world and understand some of the reasons for these similarities.</p> <p><i>Amazing Americas</i></p>
Subject Knowledge	<p>Geography is the study of people and places. Human features are manmade</p>	<p>Compare surrounding area of Sherwood Forest (Nottingham) to China (Sichuan). Human features are manmade and physical</p>	<p>North West of England - Lake District national park, tourism, land size and use, population</p> <p>Sicily (Italy).</p>	<p>Focus on North America - Mexico (Baja California - desert) and South West England (coniferous).</p>	<p>Study between an area in Australia and other region in another country of the world.</p> <p>Similar subject</p>	<p>Compare Amazon rainforest to another area in the world. Weather, climate zones, biomes,</p>

	<p>and physical features are natural.</p> <p>To know what human and physical geography is. First-hand observations and use of images to identify features.</p>	<p>features are natural.</p>	<p>This region is an island - coastline, tourism, land size and use, population</p> <p>Compare population, national parks, major cities, weather, infrastructure etc.</p>	<p>Build knowledge from Year 3, look at more types of human and physical features and in more depth. Start to give reasons for these similarities and differences. How climate effects vegetation (physical) and how the land is used differently (human). Key facts and figures about both regions.</p>	<p>knowledge to Year 4 with close look at the differences/similarities of environmental regions and all human and physical features.</p>	<p>vegetation, population, infrastructure, tourism etc. In depth study to the effects the changes have had on human geography within the comparison.</p>
Vocabulary	<p>Geography, human features, physical features, man-made, natural</p> <p><u>Local area</u></p> <p>Physical features: trees, farms, rivers, streams, lakes, parks, woods, hills, forests</p>	<p>Human features, physical features, forest, river, mountain, hills, farms, terrace, fields, roads, paths, buildings, houses, soil, valley, vegetation, trade, population, school, rural, village, town, city</p>	<p>physical geography, rivers, hills, weather, temperature, farming, coast</p> <p>human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism</p> <p>country, city, Europe, United Kingdom, East Midlands, Italy, Campania, region</p>	<p>physical geography, rivers, hills, weather, temperature, farming, coast, cliffs, mountains, forests, valleys, beach, coastline, seasons, seas/oceans, vegetation</p> <p>human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism,</p>	<p>physical geography, rivers, hills, weather, temperature, farming, coast, cliffs, mountains, forests, valleys, beach, coastline, seasons, seas/oceans, vegetation</p> <p>human geography, population, infrastructure (buildings, roads, schools, housing, transport), tourism,</p>	<p>physical geography, rivers, hills, weather, temperature, farming, coast, cliffs, mountains, forests, valleys, beach, coastline, seasons, seas/oceans, vegetation</p> <p>human geography, population,</p>

	<p>Human features: village, town, city, school, shops, library, roads, tram, bus stop, office, house, factory</p> <p><b>Kenya</b></p> <p>Physical features: lakes, rivers, forests, coast, farms, mountains, deserts</p> <p>Human features: wells, dirt tracks, pathways, village, huts, no roads</p> <p><b>Others to introduce</b></p> <p>Physical: beach, cliff, coast, sea, ocean, soil, valley, vegetation, season, weather</p> <p>Human: port, harbour</p>			<p>infrastructure (buildings, roads, schools, housing, transport), tourism, cities, towns, villages, jobs</p>	<p>cities, towns, villages, jobs</p>	<p>infrastructure (buildings, roads, schools, housing, transport), tourism, cities, towns, villages, jobs</p>
Human and physical geography	I can identify seasonal and daily weather	<b>I can use basic geographical vocabulary to refer</b>	<b>I can use geographical vocabulary to refer to key human and physical features.</b>	<b>I can describe and understand key aspects of</b>	I can describe and understand key aspects of physical geography	<b>I can describe and understand key aspects of</b>



	<p>patterns in the UK. <i>Covered in Science</i></p> <p><b>I can understand geographical similarities and differences between a place in the UK and another part of the world.</b> <i>The Great Outdoors</i> <i>The UK and Me</i></p> <p><b>I can identify the location of hot and cold areas of the world in relation to the equator and identify the North and South Poles.</b> <i>Arctic Adventures</i></p> <p><b>I can use basic geographical vocabulary to refer to key</b></p>	<p><b>to key human and physical features.</b> <i>Into the Forest</i></p>	<p><i>Out and About</i></p> <p><b>I can begin to describe and understand key aspects of physical geography including the water cycle and rivers.</b> I can begin to describe and understand key aspects of human geography including distribution of resources (food) and trade links. <i>European Rivers</i></p>	<p><b>physical geography such as coasts and erosion.</b> <b>I can describe and understand key aspects of human geography such as types of settlements, land use and economic activity.</b> <i>Our Changing World</i></p>	<p>including biomes. <b>I can describe and understand key aspects of human geography including land use, tourism and economic activity.</b> <i>Adventure to Australia</i></p> <p><b>I can describe and understand key aspects of physical geography including mountains and earthquakes.</b> <i>The Seven Summits</i></p>	<p><b>physical geography including rivers and volcanoes</b> □ (looking at plate tectonics and the ring of fire). I can describe and understand key aspects of human geography including the distribution of natural resources (energy, materials, food, minerals and water). <b>Above leap not in bold but children still need to identify human features.</b> <i>Amazing Americas</i></p>
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	<p>human and physical features.</p> <p>The Great Outdoors The UK and Me</p>					
Subject Knowledge	<p>The four seasons: spring, summer, autumn, winter Weather vocab: rain, sun, cloudy, storm, fog, snow, wind, frost.</p> <p>Compare the human and physical features of local area and an area in Kenya - similarities and differences.</p> <p>The equator runs through the middle of the earth and separates into the north (top) and south (bottom)</p>	See place knowledge subject knowledge (above).	<p>Ability to use human and physical geography vocab correctly - know what the vocab means and give definitions.</p> <p>Water cycle - the journey water takes as it moves from sky to land. Water is constantly moving. 1 - water evaporates into the air 2 - water vapour condenses into clouds 3 - water falls as precipitation 4 - water returns to sea</p> <p>Rivers - know the <b>basic</b> features of a river (vocab below) as covered again and in more detail in Year 6.</p> <p>Rivers are formed in hills or mountains when water falls from the sky (this could be as rain, sleet</p>	<p>Focus on Scarborough, surrounding areas and the Holderness coast (Yorkshire).</p> <p>Coast - where sea and land meet, know the key features of a coast (vocab), how coastlines change over time through erosion, look at images from different times to see these changes, think about the physical and human geography implications it causes (economic) Erosion - when land is worn away by water</p>	<p>Biomes - Aquatic, desert, boreal/taiga forest, temperate forest, grassland, savannah, rainforest, tundra, ice.</p> <p>More information on biomes in the Geography progression folder on Sharepoint.</p> <p>Land use - how the land is used in your chosen area of Australia e.g. farming, settlements, business (trade, jobs, factories, tourism) or look environmentally (aquatic biome).</p> <p>Mountains - characterises and features, what makes a mountain a mountain, how mountains were formed, different types, where they are found</p>	<p>Build on knowledge from Year 3 rivers and Year 5 earthquakes Ring of fire - closely looking at South America. As above in locational knowledge for how rivers change over time - meanders and erosion etc Volcanoes - features, the earths layers, how they are formed, ring of fire Magma leaks through the Earth's surface They are active, dormant or extinct</p> <p>Don't worry about</p>

	<p>hemisphere. Hot countries are nearer the equator and cold countries are further away. Polar bears in the north pole (Arctic) and penguins in the south pole (Antarctica).</p>		<p>or snow etc) or when water comes up from underground through a spring.</p> <p>Rivers flow from high to low (downstream).</p> <p>3 stages - upper course (high), middle course (fast, deep, wide), lower course (flat, slow)</p> <p>No need to cover erosion and meanders (Year 6).</p> <p>Rivers are important for lots of different reasons including: Water for drinking and washing, agriculture, leisure, transportation and energy. Because of this, settlements are often found near rivers.</p>	<p>Settlements - look at different settlements in the area - hamlets, villages, towns, cities - children to identify them and explain the difference Land use - how the coast is used differently to land further in (tourism etc)</p>	<p>Mountains must be over 300metres (1000 feet).</p> <p>Continents are similar to tectonic plates (more plates though). Plates move in 3 different ways - moving towards each other, away from each other and rubbing together side by side.</p> <p>Mountains are then formed - 5 types - fold, fault block, volcanic, dome and plateau</p> <p>Earthquakes - when the plates move (and maybe form mountains over time), the movements cause earthquakes</p> <p>Tourism and economic activity - choose a summit e.g. Kilimanjaro and research the impact it has had e.g. tourism, travel etc</p>	<p>going into the different types of volcanoes.</p> <p>Energy, food, minerals and resources. Rainforest, deforestation - effects of distribution. Amazon rainforest - South America.</p>
Vocabulary	<p>Seasons, weather - as above</p> <p>Human and</p>	See place knowledge vocabulary (above).	<p>Basic - evaporation, condensation, precipitation, runoff, sea, sun, cloud, wind, rivers, streams, runoff, water vapour</p> <p>Deeper knowledge - transpiration,</p>	<p>Basic - coast, coastline, cliff, shoreline, beach, waves, bay, headland, cave,</p>	<p>Mountain features - summit, snowline, slope, valley, plateau, ridge, tree line, foot, face, outcrop</p>	<p>Volcano features - vent, crater, magma chamber, lava, conduit</p>



	<p>physical vocab - as above</p> <p>Equator, north, south, poles, cold, hot, hemisphere, earth, ice</p>		<p>infiltration</p> <p>River, channel, valley, water, stream downstream, upstream, mouth, waterfall, source, bank, meander, upper course, middle course, lower course, course</p> <p>River bank</p>	<p>dune</p> <p>Deeper knowledge - spit, stack, stump, arch</p> <p>erosion</p> <p>settlements, village, hamlet, town, city, land-use, tourism, economy</p>	<p>Seven Summits - Everest, Aconcagua, Denali, Kilimanjaro, Elbrus, Vinson, Kosciuszko</p> <p>Earthquake, aftershock, seismic waves, tectonic plates, Richter scale, Mercalli scale</p>	<p>Earths layers - inner core, outer core, mantle, crust (Earth's surface)</p> <p>Ring of fire, eruption, tectonic plates, active, dormant, extinct</p> <p>Deforestation, resources, materials, distribution, energy</p>
Geographical skills and fieldwork	<p><b>I can use simple compass directions including North, South, East and West.</b></p> <p><b>I know what maps, atlases and globes are and can begin to use them.</b></p> <p><b>I can use world maps, atlases and globes to identify the United Kingdom and its countries (and</b></p>	<p><b>I can use world maps, atlases and globes to identify the United Kingdom and its countries.</b></p> <p><b>I can use world maps, atlases and globes to identify a contrasting non-European country.</b></p> <p><b>Into the Forest</b></p> <p><b>I can devise a simple map.</b></p> <p><b>I can use and construct basic symbols in a key.</b></p> <p><b>I can use simple grid references to locate squares on a map.</b></p>	<p><b>Use maps, atlases and globes to locate countries and start to describe features.</b></p> <p><b>European Rivers Out and About</b></p> <p><b>I can use fieldwork to observe, measure and record the human and physical features in a local area (pictograms, tallies, tables, bar charts).</b></p> <p><b>I can start to use the eight points of a compass.</b></p> <p><b>I can start to use four-figure grid references, symbols and keys.</b></p> <p><b>Out and About</b></p>	<p><b>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b></p> <p><b>(both topics)</b></p> <p><b>I can use the eight points of a compass.</b></p> <p><b>I can use four-figure grid references and begin to use symbols and keys (including OS maps).</b></p>	<p><b>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b></p> <p><b>(both topics)</b></p> <p><b>I can use the eight points of a compass.</b></p> <p><b>I can start to use 6 figure grid references, symbols and keys (including OS maps).</b></p> <p><b>The Seven Summits</b></p> <p><b>I can use fieldwork to observe, measure and record the human and</b></p>	<p><b>I can use the eight points of a compass and show an awareness of the 16-point compass rose.</b></p> <p><b>I can use 6 figure grid references, symbols and a key (including OS maps).</b></p> <p><b>I can create complex keys.</b></p> <p><b>I can use a scale to reasonably estimate</b></p>

other parts of the world).

**The Great Outdoors**  
**The UK and Me**

**I can use simple fieldwork and observational skills to study my school grounds and its surrounding environment.**

I can use aerial photographs to recognise landmarks and human and physical features of a familiar area (e.g. school grounds) and to draw simple maps and keys.

**I can use locational and directional language** for example near and far, left and right, **to describe the location of**

**I can use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map.**

**Lost!**

**I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.**

**Into the Forest**

**I can use fieldwork to observe, measure and record the human and physical features using a range of methods including sketch maps and graphs (frequency tables, bar charts).**

**Our Changing World**

**physical features including sketch maps, graphs and digital technologies.**  
**(both topics)**

distances.

**I can use fieldwork to observe, measure and record human and physical features using sketch maps, plans and graphs and digital technologies.**

**I can present fieldwork observations and give detailed descriptions and opinions of the characteristic features of a location.**

**Location, location, location**

	<p><b>features and routes on a map.</b> (above leap to now read as - I can use locational and directional language to describe features on a map) <b>The Great Outdoors</b> <b>Locational language etc also may be covered in Maths and Computing</b></p>					
Subject Knowledge	<p>Know that an atlas is a book of maps.</p> <p>Make first-hand observations using senses. Develop these drawings into maps with a basic key. A key gives you information, so a map makes</p>	<p>Know that an atlas is a book of maps. Sherwood/Nottingham and Sichuan/China.</p> <p>A key gives you information, so a map makes sense. To know what lines are roads, paths, railways etc. Identify features of a map using simple grid references - A6, B3, C2 Introduce basic map</p>	<p>Describe features of countries both human and physical, key landmarks, land use, infrastructure, topography etc</p> <p>Go out to in Clifton observe traffic (count cars over a time period), number of shops, trees, paths, roads, churches, schools etc (may need to look at maps to record this data too) and represent data as above. Predict what they think it would be in Campania and then research and compare.</p>	<p>Compass - N, NE, E, SE, S, SW, W, NW</p> <p>OS map 4 figure grid reference - x axis then y axis e.g. 6542 <b>Need OS maps of that coastline or use local area</b></p> <p>Sketch maps are to record what</p>	<p>Digital computer mapping - use of laptops and iPads to discover how to use google earth to locate places. Could also use the software digimap</p> <p>Compass - N, NE, E, SE, S, SW, W, NW</p> <p>OS map 6 figure grid reference - x axis then y axis e.g. 652427</p>	<p>Compass - N, NE, E, SE, S, SW, W, NW (16-point additions - NNE, NNW, SSW, SSE)</p> <p>OS map 6 figure grid reference - x axis then y axis e.g. 652427</p> <p>Use of rulers and scales to measure distance</p>



	<p>sense.</p> <p>Identify features: trees, hills, grass, plants, soil, leaves, animals and their habitats (physical)</p> <p>Buildings, school, fences, pathways, roads, playground, car park, road markings and crossings (human).</p>	<p>symbols such as church, hospital, school, bus stop, camping, car park, golf course, telephone, post office, nature reserve, road, bridge, railway, train station, foot path, forest, river, airport, information centre</p> <p>Aerial photographs are images taken from an aircraft or flying object. They look down on the ground. Plan perspective is like an aerial photograph but drawn.</p>	<p>Compass - north, south, east, west, north east, south east, south west, north west</p> <p>Revisit and build up from Year 2 symbols.</p>	<p>you can see. Must include title, label and annotations, simple lines, a north arrow, not the scale, small detail (do not need to draw every tree)</p>		<p>(estimations). Check the scale, what does it go up in?</p>
Vocabulary	<p>North, south, east, west, compass, direction</p> <p>Features - as above</p> <p>Locational language - north, south, east, west, near, far, left, right, in front,</p>	<p>Atlas, map</p> <p>Key, symbol (the features as above), grid reference, axis</p> <p>North, south, east, west</p> <p>Aerial photograph, landmark, human feature, physical feature.</p>	<p>See geographical skills and fieldwork subject knowledge (above).</p>	<p>See geographical skills and fieldwork subject knowledge (above).</p>	<p>GIS, digital technologies, mapping</p> <p>See geographical skills and fieldwork subject knowledge (above).</p>	<p>See geographical skills and fieldwork subject knowledge (above).</p>

	behind, next to					
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