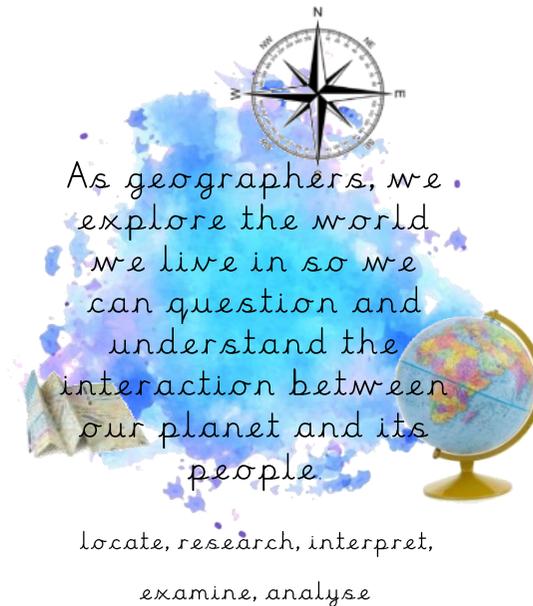


## Geography Knowledge and Skills Progression

**'As Geographers we explore the world we live in so we can question and understand the interaction between our planet and its people.'**

*locate, research, interpret, compare, examine, analyse*



### **Geography Intent**

At Pye Green, we develop children's curiosity and a fascination about the world and its people that will remain with them for the rest of their lives. Through our lessons, we offer a range of opportunities for investigating different places in the world and their geographical features as well as physical and human processes. We consider the impact that we are having on the world and how it changes over time. Through our curriculum, we build on pupil's prior knowledge, improve their geographical facts, develop map skills and extend their geographical vocabulary so they can understand the interaction between our planet and its people.

# Geography Knowledge and Skills Progression

## EYFS

At Pye Green, we recognise the fundamental role a child's early years has in shaping the person and learner they become. Our curriculum is designed to build upon the strong foundations set down in our Early Years Foundation Stage. Each curriculum subject takes note of its predecessors in the EYFS, building upon and making links with prior learning.

## Geography

Pupils have opportunities to explore their local area, to observe and talk about people, animals and natural objects in their environment and begin to develop their geographical vocabulary. They are encouraged to ask questions and develop curiosity about the wider world, often using stories as a starting point. They can begin to recognise the similarities and differences between their local environment and other places in the world through a wide range of activities provided and develop a curiosity about the world we live in.

### Development Matters:

#### Understanding the world

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

#### Understanding the World (People and Communities)

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

# Geography Knowledge and Skills Progression

NC Geography – pupils should be taught:		Y1	Y2
<b>Locational knowledge</b> 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	Knowledge	<ul style="list-style-type: none"> <li>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and surrounding seas (understanding of own country/local area)</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate the world's seven continents and 5 oceans (understanding of wider world)</li> </ul>
	Vocabulary	country, capital, ocean, cliff, coast, beach, shop, office, valley, vegetation, river, soil, town, village	country, continent, Pacific Ocean, Atlantic Ocean, English Channel, Irish Sea
	How it is covered	<ul style="list-style-type: none"> <li>Autumn Term <i>Global Gardens</i>- label the British Isles, the sea and Cannock Chase on the map and create a key</li> <li>Spring Term <i>Signed, Sealed, and Delivered</i>- identify features of the British Isles (coast, mountains, town etc) by matching images and vocabulary to the correct Isles.</li> <li>Summer Term <i>Hot Hot Hot</i>- locate UK and Australia and recognise the continents they belong to (colour on map and key)</li> </ul>	<ul style="list-style-type: none"> <li>Spring Term <i>A Whole New World</i>- Learn the continents through locating Disney resorts around the world. Locate and name the oceans on their map. Large display to refer back to. Locate Europe and Norway/Sweden and their climate by exploring ice hotels linking to Frozen film.</li> <li>Summer Term- <i>All at Sea</i>- label the countries of the United Kingdom and their capital cities, plot where Grace Darling was born.</li> </ul>
<b>Place knowledge</b> understand geographical similarities and differences through studying the human	Knowledge	<ul style="list-style-type: none"> <li>Recognise similarities and differences between our local area to non-European country</li> </ul>	<ul style="list-style-type: none"> <li>Identify and recognise similarities and differences between the UK and a non-European country</li> </ul>
	Vocabulary	forest, India, local	forest, jungle, country, ocean, sea, beach, coast, harbour, city, town

## Geography Knowledge and Skills Progression

<p>and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>How it is covered</p>	<ul style="list-style-type: none"> <li>• Autumn Term <i>Global Gardens</i>- locate India and the British Isles on the same map, label the New Dehli, Jungle, River Ganges and the sea on an enlarged map of India. Use images to compare Indian jungle to Cannock Chase including the animals they would find, colour of leaves and trees.</li> <li>• Summer Term <i>Hot, Hot, Hot</i>- locate UK and Australia on a map and the continents they are part of, research Australia and create a poster including temperature and animals there. Learn about bushfires and why these occur in Australia and not in the UK.</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Term <i>Whole New World</i>- locate Africa on the map and its surrounding seas. Label pictures of Savannah, desert, The Congo and a city so they know that it is not all jungle. Research the different animals found there (science link food chains) and then identify similarity/difference with the UK.</li> <li>• Summer Term <i>All at Sea</i>- study a map of Hednesford and Blackpool, use keys to identify what can be found there (Hednesford- railway, lake, motorway, roads and Blackpool- 2 train stations, town, hotel, hospital, Sea life centre, beach) Use these to discuss the differences between them.</li> </ul>
<p><b>Human and physical geography</b></p> <p>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</p>	<p>Knowledge</p>	<ul style="list-style-type: none"> <li>• Discuss daily weather in the United Kingdom</li> <li>• Identify the equator line and location of hot and cold areas</li> </ul>	<ul style="list-style-type: none"> <li>• Identify seasons and weather patterns in the UK</li> <li>• Identify and discuss the weather patterns in hot and cold locations in relation to the equator</li> </ul>
	<p>Vocabulary</p>	<p>Equator, weather, hot and cold</p>	<p>season, weather, climate</p>
		<ul style="list-style-type: none"> <li>• Autumn Term <i>Global Gardens</i>- label the equator line, India and British Isles on a map. Use this to discuss that the closer to the equator, the hotter the country.</li> <li>• Spring Term <i>Signed, Sealed, Delivered</i>- write a postcard describing the seasonal change in the UK from Winter to Spring to Summer</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Term <i>A Whole New World</i>- use climate map to locate UK, Norway, Sweden, France and Spain. Use key to show weather/climate of these countries. Research about ice hotels and recognise that we have ice hotels in Norway and Sweden because of the weather/climate and distance to the North pole. Explain why we don't have ice hotels in the UK.</li> </ul>

## Geography Knowledge and Skills Progression

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|--|--|--|--|
|  |  | <ul style="list-style-type: none"><li>• Summer Term Hot, Hot, Hot- on poster about Australia, explain how it is a hot country because it is close to the equator</li></ul> |  |
|--|--|--|--|

## Geography Knowledge and Skills Progression

<p><b>Skills</b></p> <p>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</p>	Skill	<ul style="list-style-type: none"> <li>• use world maps, atlases and globes to identify the United Kingdom and its countries</li> <li>• explore maps of the local area</li> </ul>	<ul style="list-style-type: none"> <li>• use world maps, atlases at a range of scales and globes to identify the United Kingdom and its countries, world continents and oceans</li> <li>• use contents/index to locate country</li> <li>• explore maps of the local area and begin to use keys</li> </ul>
	How it is covered	<ul style="list-style-type: none"> <li>• Autumn Term <i>Global Gardens</i>- label the British Isles, the sea and Cannock Chase on the map and create a key</li> <li>• Summer Term <i>Hot Hot Hot</i>- locate UK and Australia and recognise the continents they belong to (colour on map and key)</li> </ul>	<ul style="list-style-type: none"> <li>• Spring Term <i>A Whole New World</i>- Learn the continents through locating Disney resorts around the world. Locate and name the oceans on their map.</li> <li>• Locate Europe and Norway/Sweden and their climate by exploring ice hotels linking to Frozen film.</li> <li>• Summer Term- <i>All at Sea</i>- label the countries of the United Kingdom and their capital cities. Study a map of Hednesford and Blackpool, use keys to identify what can be found there</li> <li>•</li> </ul>
<p><b>Skills</b></p> <p>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</p>	Skill	<ul style="list-style-type: none"> <li>• use simple directional language (up, down, left and right) use control/programing of floor turtles/bee bots etc.</li> </ul>	<ul style="list-style-type: none"> <li>• use simple compass directions (N, S, E, W) and locational and directional language to describe the location of features and routes on a map</li> <li>• use control/programing of floor turtles/bee bots etc. to accurately plan routes</li> </ul>
	How it is covered	<ul style="list-style-type: none"> <li>• Spring Term <i>Signed, Sealed, Delivered</i>- describe a postman's route using N, E, S and W.</li> </ul> <p>Create a map for a postman to deliver 3 letters using simple compass directions.</p>	<ul style="list-style-type: none"> <li>• Autumn Term <i>Hi Ho</i>- use N, S, E and W in orienteering activities and recognising parts of the school on an aerial photograph.</li> <li>• Spring Term- use 2 figure grid references to locate items in a Disney park. Use 2 figure grid references to plan their own theme park.</li> </ul>

## Geography Knowledge and Skills Progression

		Use a turtle/beebot and programme it to follow a route.	<ul style="list-style-type: none"> <li>Summer Term- use 2 figure grid references to find Blackpool locations. Use directional language (next to, near) to describe landmarks close to them. Use a turtle/beebot and programme it to follow a route.</li> </ul>
<b>Skills</b> 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	Skill	<ul style="list-style-type: none"> <li>use photographs to recognise landmarks and basic human and physical features</li> </ul>	<ul style="list-style-type: none"> <li>use <b>aerial</b> 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.</li> </ul>
	How it is covered	<ul style="list-style-type: none"> <li>Autumn Term <i>Global Gardens</i>- use an aerial template to construct the school garden Use Google maps to look at aerial images of India</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Term Hi Ho- use an aerial orienteering map of the school to recognise areas of the school. Use the map and key to complete orienteering tasks in a team.</li> <li>Summer Term- Create a key for a map of Hednesford, use a given key for a map of Blackpool.</li> </ul>
<b>Skills</b> 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.	Skill	<ul style="list-style-type: none"> <li>use simple field work and observational skills including simple sketches and using a camera to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</li> </ul>	<ul style="list-style-type: none"> <li>use simple field work and observational skills including simple field sketches, maps and diagrams, use a camera to study the geography of the school and its grounds and the key human and physical features of its surrounding environment</li> </ul>
	How it is covered	<ul style="list-style-type: none"> <li>Autumn Term <i>Global Gardens</i>- the school garden and draw given sections on a template</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Term Hi Ho- use a map of the school grounds to identify its features and complete orienteering activities.</li> </ul>

## Geography Knowledge and Skills Progression

NC Geography – pupils should be taught:		Y3	Y4	Y5	Y6
<b>Locational knowledge</b> <ul style="list-style-type: none"> <li>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</li> </ul>	Knowledge	<ul style="list-style-type: none"> <li>locate Europe, Russia, N/S America, Africa and Great Britain on a map</li> <li>Recognise and be able to discuss their key physical characteristics (temperature, location to equator etc)</li> </ul>	<ul style="list-style-type: none"> <li>recognise and locate continents and the main countries of Europe without an Atlas</li> <li>Identify capitals and major cities of countries in Europe</li> </ul>	<ul style="list-style-type: none"> <li>locate world's countries including some in North and South America</li> <li>Identify their key physical and human characteristics and environmental regions</li> </ul>	<ul style="list-style-type: none"> <li>Confidently locate world's countries on a map including North and South America</li> <li>Identify their key physical and human characteristics</li> </ul>
	Vocabulary	country, location, temperature	equator, climate, temperature, population, capital	equator, climate, temperature, population, mountain, river, sea	equator, climate, temperature, population, mountain, river, sea
	How it is covered	<ul style="list-style-type: none"> <li>Autumn Term- identify the Middle East, Eastern Europe, Mediterranean, India, China and UK on a map to show how the Bronze Age spread around the world</li> <li>Spring Term- Use food labels to locate countries on a map to find out where our</li> </ul>	<ul style="list-style-type: none"> <li>Spring Term- use a large map on the wall to locate and name the continents. Discuss the temperature of each one in relation to the equator and any other facts they know from previous years- add with post it notes to display. Children to research an invention from each continent and create a short fact file which is then added to large</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Term- use time zones to locate different countries on each continent on a map</li> <li>Spring Term- Locate rainforests on a map (in relation to the equator and the tropics)</li> <li>Locate N and S America on a map and then locate Ancient Mayan Civilisations (Mexico, Guatemala, Honduras) on their map</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Term- Be able to name and locate all 7 continents, at least 5 countries of the British Empire, at least 5 countries in Europe</li> <li>Summer Term- Use an Atlas to locate the Seven Summits and countries/continents they belong to</li> </ul>

## Geography Knowledge and Skills Progression

		<p>food comes from/trade links</p> <ul style="list-style-type: none"> <li>Calculate the distance from Land's End (South of England) to John O Groats in Scotland</li> <li>Summer Term- use Google maps to locate Egypt</li> </ul>	<p>display. Discussion of why do they think it was invented there.</p> <ul style="list-style-type: none"> <li>Geography lesson (previously linked with languages)- colour code a map with a key and name the countries of Europe using an atlas. Research the capital city and languages spoken.</li> </ul>		
<ul style="list-style-type: none"> <li>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</li> </ul>	Knowledge	<ul style="list-style-type: none"> <li>Name the main cities of the UK</li> <li>Recognise that the position/land aspects of the UK have changed over time</li> </ul>	<ul style="list-style-type: none"> <li>Name and locate cities of the United Kingdom and how they have changed over time (including Chester, Manchester, Staffordshire, Worcester, Leicester)</li> <li>Identify physical characteristics and topographical features of the main cities of the UK including hills and mountains, rivers and seas</li> </ul>		<ul style="list-style-type: none"> <li>Name and locate the cities of the United Kingdom, identifying their main rivers, coasts and mountains</li> <li>Identify physical characteristics and topographical features of the UK</li> <li>Focus on our capital city and their Suburbs/ tube links etc</li> </ul>
	Vocabulary	United Kingdom, coast, sea	city, town, village, roads, hill, mountain, river, sea		rivers, cities, capital, landmarks

## Geography Knowledge and Skills Progression

<p>aspects have changed over time</p>	<p>How it is covered</p>	<ul style="list-style-type: none"> <li>Autumn Term- learn how the Neolithic people came to the UK and settled in Skara Brae in Scotland. Look at maps to see how the land has changed and no longer connected to Europe.</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Term- use a map of the UK and find all the places with names ending in cester, ester, chester. Discuss how these were Roman towns. Explore any straight roads they can find linking these places. Look at videos to show recreations of these roads in Roman times.</li> <li>Spring Term- recap the four main cities of the UK and surrounding seas found in Year 2. Explore our main rivers leading into the seas. Use topographic map to recognise that Scotland and Wales are most mountainous. This is then compared to Germany.</li> <li>Summer Term- locate Hednesford and Liverpool on map of the UK. Use research, photographs and old maps of the areas to explore how these locations have changed over time.</li> </ul>		<ul style="list-style-type: none"> <li>Summer Term- use a normal and topographical map of the UK to locate and name its major rivers and the cities they pass through</li> <li>Focus on London to research the River Thames, its history and its source. Research the famous landmarks in London and the impact of this on population, tourism. Use tube maps to look at different locations in London and plot routes between boroughs, to major airports etc</li> </ul>
<ul style="list-style-type: none"> <li>identify the position and</li> </ul>	<p>Knowledge</p>	<ul style="list-style-type: none"> <li>Identify where the equator is and</li> </ul>	<ul style="list-style-type: none"> <li>Identify continents (including Antarctica) and</li> </ul>	<ul style="list-style-type: none"> <li>identify the position and significance of latitude,</li> </ul>	

## Geography Knowledge and Skills Progression

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>recognise that Egypt is hotter than here due to location</p> <ul style="list-style-type: none"> <li></li> </ul>	<p>discuss their position/temperature in relation to the equator</p>	<p>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> <ul style="list-style-type: none"> <li>Identify location of the rainforests in relation to equator and the tropics</li> </ul>	
	Vocabulary	Equator	Equator, climate, population	Longitude, Latitude, Northern/Southern Hemisphere, Time zones, rainforest, equator	
	How it is covered	<ul style="list-style-type: none"> <li>Summer Term- locate Egypt on a map and discuss the climate in relation to how close to the equator it is.</li> </ul>	<ul style="list-style-type: none"> <li>Spring Term- locate and identify the 7 continents on a large map for display. Discuss the climate in relation to the equator and estimate size of population and add to display. Research different inventions created in each continent for display on map. Discuss which have more/less inventions and why.</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Term To Infinity and Beyond-using a map of the world children identify that longitude is pole to pole and latitude are parallel to the equator. Children plot key exploration dates onto their map (e.g, Robert Scott Antarctica 1868). Children learn about the tropics and circles and use clues to describe their position on the map.</li> <li>On their map, they learn about the changes in time zones and plot the different</li> </ul>	

# Geography Knowledge and Skills Progression

				<p>times in each continent at one point.</p> <ul style="list-style-type: none"> <li>Spring Term- Locate rainforests of the world on a map (in relation to the equator and the tropics)</li> </ul>	
<p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>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</li> </ul>	Knowledge	<ul style="list-style-type: none"> <li>Recognise Geographical similarities between UK and Egypt (<b>Non-European Country</b>)</li> <li>Compare temperature between UK and Egypt, recognise that this is due to location on Earth</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Understand, recognise and compare similarities and differences between United Kingdom and Germany (<b>European Country</b>)</li> </ul>	<ul style="list-style-type: none"> <li>Understand, recognise and compare similarities and differences between United Kingdom and <b>South America</b></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Study human and physical Geography of our Capital City (<b>a region of the United Kingdom</b>)</li> </ul>
	Vocabulary	Climate, population, equator, capital, river, desert, temperature, rainfall	City, country, capital, mountain, river, sea, population, climate	rainforest, equator, Tropic of Cancer, Tropic of Capricorn, deforestation, civilisations	city, capital, population, landmarks, river, tourism
	How it is covered	<ul style="list-style-type: none"> <li>Summer Term- Create a temperature graph to compare the temperature between the UK and Egypt. Discuss the reasons for this.</li> </ul>	<ul style="list-style-type: none"> <li>Spring Term- Research the rivers, main mountains and surrounding seas in the UK, the population and climate. Research the same in Germany and compare the two places, which is larger, more hilly, more people etc.</li> </ul>	<ul style="list-style-type: none"> <li>Spring Term- locate rainforests and their continents on a map of the world (labelling the equator line and the Tropic of Cancer, Tropic of Capricorn). Discuss that the UK has no rainforest and reasons for</li> </ul>	<ul style="list-style-type: none"> <li>Summer Term- research and create a fact file about the River Thames, including its history and its source. Research the famous landmarks in London and the impact of this on population, tourism. Use</li> </ul>

## Geography Knowledge and Skills Progression

		<ul style="list-style-type: none"> <li>On a map of Egypt locate the capital city, River Nile and 2 major cities. Compare this through discussion with the UK and our local area.</li> </ul>		<p>this- location away from the equator and size. Discuss the difference between Cannock Chase and a rainforest.</p> <p>Recognise that the Amazon is the largest rainforest and is in South America.</p> <ul style="list-style-type: none"> <li>Research the Amazon rainforest and its importance- wildlife, oxygen etc then look at the impact deforestation is having on it</li> <li>Focus on South America on a map and locate Ancient Mayan Civilisations</li> </ul>	<p>tube maps to look at different locations in London and plot routes between boroughs, to major airports etc</p>
<p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>describe and understand key aspects of:</li> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and</li> </ul>	Knowledge	<ul style="list-style-type: none"> <li>Describe and understand climate zones in relation to the equator (Summer Term- Egypt temperature)</li> <li>Human Geography- Types of settlement and why we settled in England</li> <li>Trade links and distribution of food</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand the Water Cycle</li> <li>Reflect on climate zones in different continents</li> <li>Human Geography- Types of settlement and why England was invaded</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand physical Geography including volcanoes, earthquakes and climate zones</li> <li>Human Geography- types of settlements in world/changes in settlement</li> <li>Identify key impact humans are having on the world and reflect on preventing this (Deforestation)</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand physical Geography including mountains and rivers</li> <li>Human Geography- Relate mountains and rivers to where people settle/changes in settlement</li> <li>Actively reflect on impact of human geography</li> </ul>

## Geography Knowledge and Skills Progression

<p>earthquakes, and the water cycle</p> <ul style="list-style-type: none"> <li>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</li> </ul>	Vocabulary	Climate, equator, settlement, trade	Climate, equator, settlement, trade routes, invade, Empire, water cycle	Volcano, earthquake, settlement, deforestation, natural resources, vegetation belt, biome	settlement, rivers, mountains, summits, natural resources
	How it is covered	<ul style="list-style-type: none"> <li>Autumn Term- look at where the people came from in the Stone Age and why they settled in Skara Brae and then England. Explore the use of farming land to change from hunter gatherers to farmers.</li> <li>Spring Term- use food labels and maps to locate where our food comes from</li> <li>Summer Term- recognise that many Ancient Egyptians moved closer to the Nile and settled there to be in proximity to fresh water and farming land</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Term- learn how the Romans came and settled here because of our farming land. Use the internet and maps to locate the countries the Romans invaded and the trade links they created within the Empire (link back to Y3 where our food comes from)</li> <li>Summer Term- learn about the stages of the water cycle and why we have so much rain in the UK because we are an island</li> </ul>	<ul style="list-style-type: none"> <li>Spring Term- explore the rainforest as a vegetation belt and biome. Research what deforestation is and the impact that this is having on the rainforest and its wildlife. Explore reasons for deforestation and research alternative options (e.g., for palm oil)</li> <li>Summer Topic-Beautiful Disasters- Research the causes of Earthquakes and tectonic plates. Explore the Richter scale and the impact an earthquake can have on people and the land. Research most likely areas for earthquakes and create an earthquake advice leaflet for people in those areas.</li> <li>Research main locations of volcanoes and how they came to be, learn about how they erupt and the impact they have on the land and people there.</li> </ul>	<ul style="list-style-type: none"> <li>Spring Term Facing the Challenge - use an atlas to research the highest mountain on every continent and recognise this as the 'Seven Summit's Challenge' that people participate in. Recognise that these are the result of tectonic plates colliding. Discuss how people's lives can change because of the changes in a mountain.</li> <li>Summer Term London Calling- use maps and atlases to locate the major rivers in the UK and the world. Discuss the impact of these on the land and why people settled near rivers for access to water, trade links for food etc.</li> </ul>

## Geography Knowledge and Skills Progression

				<ul style="list-style-type: none"><li>• Explore changes in human settlement due to natural disasters and the impact they have. Identify areas where they would settle and why (access to food and water, further from natural disaster impact etc)</li></ul>	<ul style="list-style-type: none"><li>• November 19<sup>th</sup> World Toilet Day- "Twin" their toilet with a latrine in Nepal. Children explore ways of raising funds to enable people in Nepal to have clean water and a proper toilet, and to learn about hygiene.</li></ul>
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## Geography Knowledge and Skills Progression

<p><b>Skills</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	Skill	<ul style="list-style-type: none"> <li>• use selected maps, atlases, globes and digital/ computer mapping to locate countries</li> <li>• use key accurately</li> <li>• use contents/index to locate page quickly and accurately (ICT)</li> </ul>	<ul style="list-style-type: none"> <li>• use selected maps, atlases, globes and digital/ computer mapping to locate countries</li> <li>• use contents/index to locate position of location including page/coordinates</li> <li>• use key to make deductions about landscape/ industry/ features etc.</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>• locate information/ place with speed and accuracy</li> <li>• use key to make deductions about landscape/ industry/ features etc.</li> </ul>	<ul style="list-style-type: none"> <li>• use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.</li> <li>• locate information/ place with speed and accuracy</li> <li>• use key to make deductions about landscape/ industry/ features etc.</li> </ul>
	How it is covered	<ul style="list-style-type: none"> <li>• Spring Term Alive and Kicking- use maps and food labels to locate the origins of different foods- discuss why these foods come from these places (hot, cold, rainfall etc)</li> <li>• Summer Term- Use an atlas to create their own map and key to identify features of Egypt (River Nile, Cairo and Luxor, The Valley of the Kings and Valley of the Queens). Identify which countries border Egypt.</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn Term- use maps and atlases to locate countries in the Roman Empire and items traded there (use contents/index to locate the pages they need)</li> <li>• use map of England to locate where Romans built roads and identify Roman towns/cities</li> <li>• Spring Term- recap the continents and their climates/countries there etc. Research inventions created there. Discuss why they think they were created on those continents.</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn Term- Identify Lines of longitude and latitude on a world map. Identify and plot on the world map key explorations (e.g, Christopher Columbus America 1451) and create a key. Identify changes in time and time zones in different countries, recognising that this also effects seasons (Australian Summer/English Winter)</li> <li>• Spring Term-Locating rainforests on a map, linking back to the equator and the Tropics of Cancer/Capricorn</li> </ul>	<ul style="list-style-type: none"> <li>• Autumn Term- Locate countries in WW1 from Europe and the British Empire/Common wealth. Use an Atlas to identify countries they knew in Europe and 6 new countries.</li> <li>• Spring Term Facing the Challenge- Locate Seven Summits on a world map and the continents they belong to. Create a height comparison chart.</li> <li>• Summer Term London Calling- Locate and name longest rivers in the UK and then the World using online/Google maps</li> </ul>

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			<ul style="list-style-type: none"> <li>• Summer Term- use digi maps to compare old maps of Hednesford to modern and identify similarities and differences in the land/changes in mining industry</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the UK and America on a map, then zoomed in map on America to locate Ancient Mayan Civilisations with own key</li> </ul>	<ul style="list-style-type: none"> <li>• Use of Tube Map to plot routes, look at keys etc</li> </ul>
<p><b>Skills</b></p> <p>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</p>	<p><b>Skill</b></p>	<ul style="list-style-type: none"> <li>• use the four points of a compass to build their knowledge of the UK</li> </ul>	<ul style="list-style-type: none"> <li>• use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• 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 UK and the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• 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 UK and the wider world</li> </ul>

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<p>the United Kingdom and the wider world</p>	<p>How it is covered</p>	<ul style="list-style-type: none"> <li>Autumn Term- Locate Skara Brae on a map of the UK and discuss that it is North of Hednesford.</li> <li>Spring term- locate John o Groats and Land's End on a map to plot the route of this popular charity walk. Discuss that Land's End is South and JG is North of the UK</li> </ul>	<ul style="list-style-type: none"> <li>Summer Term And the Band Played On- Use 4 figure grid and eight points of a compass references to locate landmarks in Hednesford. Use this to compare current maps of Hednesford to maps from the 1890s to see what has changed</li> <li>Look at symbols and what they represent on the maps</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Term To Infinity and Beyond- Use 4 figure grid references to practise plotting symbols then apply this in an orienteering activity to locate letters on the school grounds</li> </ul>	<ul style="list-style-type: none"> <li>Summer Term London Calling- Use key and 6 figure grid references to practise finding locations then apply this to a London Ordnance Survey map to locate key landmarks. Compare this to local area using 6 figure grid references</li> </ul>
<p><b>Skills</b></p> <p>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</p>	<p>Skill</p>		<ul style="list-style-type: none"> <li>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 and graphs</li> <li>show questionnaire results in simple chart</li> <li>conduct a land use survey</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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-</li> <li>show understanding of pattern/ movement/ change</li> </ul>

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<p>graphs, and digital technologies.</p>	<p>How it is covered</p>		<ul style="list-style-type: none"> <li>Autumn Term- Photograph and make sketches of local habitats around school</li> <li>Summer Term- conduct a traffic survey of the local area and show results in simple tally chart. Compare this in discussion at Blackpool</li> </ul>	<ul style="list-style-type: none"> <li>Autumn Term- Orienteering activities as an introduction to the topic including reading maps and identifying features of the playground/field.</li> </ul>	<ul style="list-style-type: none"> <li>Summer Term- Use given information and statistics to observe, record and measure amount of people taking the tube. Analyse results by making a bar chart and answering questions about patterns in time of day and changes.</li> </ul>
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# Geography Knowledge and Skills Progression

	Locational Knowledge	Human Geography	Physical Geography	National Curriculum Vocab throughout
Key Stage 1	Continent Pacific Ocean Atlantic Ocean Country Capital North, South, East West English Channel	City Town village factory farm house office port harbour shop	Beach Cliff Coast Forest Hill/mountain sea, ocean, river soil valley vegetation season and weather	<ul style="list-style-type: none"> <li>• Explore</li> <li>• Locate</li> <li>• Observe</li> <li>• Fieldwork</li> <li>• Compare</li> <li>• Recognise</li> <li>• Position</li> <li>• Similarities/differences</li> </ul>
Year 3/4	(To include all of KS1 vocabulary)  Equator 8 compass points	(To include all of KS1 vocabulary)  Settlement Trade links Natural resources	(To include all of KS1 vocabulary)  water cycle rivers	

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Year 5/6	Longitude Latitude Northern/Southern Hemisphere Time zones	Economics	climate zones biomes and vegetation belts volcanoes earthquakes	
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