

| Geography Progression  |  |  |   |   |
|--|--|--|---|---|
| Date   | Review Date  | Subject Leader   |   |   |
| September 2020   | August 2021  | Vikki Scott  |   |   |
| <p>This document aims to give guidance on the progression of geographical knowledge and skills across the year groups.</p> <p>It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).</p> <p>Potential GD pupils should also be encouraged to make more consistent and confident reference to the connections between Geography in the classroom and the world around them, locally and globally. When deepening their skills and knowledge, they should be encouraged to work with greater independence and with a clear context.</p> <p>In Geography, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Geography, the following approaches will be used, and be evident in lesson observation, pupil voice and, when appropriate, children's curriculum books, in order to ensure that the Geographical learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their geographical experiences in school:</p> |  |  |   |   |
| <p><b>Teaching Sequence in Geography.</b></p> <p>Every year group's unit of work should include:</p>   | <p><b>Geographical Enquiry</b></p> <p>When introducing a new topic in Geography pupils should have the opportunity to ask geographical questions and enquire about their topic of interest based on prior learning knowledge.</p> <p>Where is this place? What is it like? (and why?) How and why is it changing?<br/>How does this place compare with other places? How and why are places connected?</p> | <p><b>Possible pedagogical approaches used in Geography:</b></p> | Behaviourism                                    | Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.  |
|  | <p><b>Locational Skills</b></p> <p>Identify and locate their place of interest using maps, aerial photographs, the internet and other sources of information.</p>  |  | Constructivism                                  | Enquiry-based learning  |
|  | <p><b>Vocabulary – human and physical features to be included</b></p> <p>Understand the key vocabulary associated with their topic of interest and understand the meaning of them in a practical/real life context.</p> <p>All pupils will access language from their knowledge organisers and knowledge walls within the classroom.</p>   |  | Social Constructivism                           | Teacher modelling; questioning; mix of individual, paired and group instruction   |
|  | <p><b>Application-outdoor learning</b></p> <p>Use the outdoors to understand process, map reading skills, directional language, to develop their fieldwork skills based on their learning.</p>   |  | Liberationism                                   | Pupil-led learning; opportunities to showcase learning  |
|  | <p>Apply their knowledge from their topic to the world around them locally and globally.</p> <p>What could/should the world be like in the future?<br/>What can we do to influence change?</p> <p><i>These connections can be made across other subject areas (history/PSHE/science)</i></p>   |  | Learning, working and talking like a geographer | Being introduced to the key vocabulary that a Geographer would use; defining the key vocabulary that a geographer would use; high expectations of pupils 'talking' like a geographer. |

| Strand             | UFS   | Year 1  | Year 2   | Year 3  | Year 4  | Year 5   | Year 6  |
|--------------------|---|---|--|---|---|--|---|
| <b>AUTUM TERM</b>  | <b>Minibeasts / Walking through the jungle (Autumn walk)</b> <ul style="list-style-type: none"> <li>Where are we?</li> <li>What can we see in Fitzwilliam?</li> </ul>   | <b>All About Me</b> <ul style="list-style-type: none"> <li>Where do I live in the world?</li> <li>Where do I live in the UK?</li> <li>How can I draw my village?</li> <li>How can I describe my village?</li> </ul>   | <b>The Great Fire of London</b> <ul style="list-style-type: none"> <li>What is the United Kingdom?</li> <li>Where is London?</li> <li>What are maps of London like now compared to the past?</li> <li>How can we describe our places of interest geographically?</li> </ul>                | <b>The Stone Age</b> <ul style="list-style-type: none"> <li>Where are the countries and cities of the UK?</li> <li>How can we describe this place geographically?</li> <li>How can we compare Stone Henge to Skara Brae?</li> <li>How can we describe the settlement and its land use?</li> </ul>   | <b>Were the Romans really rotten&gt;</b> <ul style="list-style-type: none"> <li>Where in the world is Europe and how can we locate its countries?</li> <li>Where in the UK did the Romans settle?</li> <li>What was the land used for?</li> <li>How and why are goods traded today?</li> </ul>  | <b>Kingdoms</b> <ul style="list-style-type: none"> <li>How can we map the UK using 6 figure grid references?</li> <li>How can we map the settlements?</li> <li>How can we describe the land use geographically?</li> <li>How are natural resources used including energy, food, minerals and water? (including vegetation belts?)</li> </ul> | <b>Power</b> <ul style="list-style-type: none"> <li>How can we compare maps of Fitzwilliam over time?</li> <li>How can we describe the purpose of the land use?</li> <li>How can we conduct fieldwork in our locality?</li> <li>How can we describe places of interest geographically over time?</li> </ul>             |
| <b>SPRING TERM</b> | <b>The Three Little Pigs / Percy the Park Keeper (Winter walk)</b> <ul style="list-style-type: none"> <li>Where are we?</li> <li>What can we see in Fitzwilliam?</li> </ul>   | <b>Castles</b> <ul style="list-style-type: none"> <li>Where can we find castles?</li> <li>What did castle grounds look like?</li> <li>How can we describe the castle grounds?</li> <li>How can we map a castle of interest?</li> </ul>                                  | <b>Explorers</b> <ul style="list-style-type: none"> <li>What are the continents of the world called?</li> <li>What are the oceans and seas called?</li> <li>How are places connected?</li> <li>How are places the same and different from each other?</li> </ul>                           | <b>Extreme Environments</b> <ul style="list-style-type: none"> <li>How can we locate the equator, northern hemisphere, southern hemisphere, arctic and Antarctic circles?</li> <li>How can we compare a European (<b>PLEASE NAME</b>) and the Amazon Rainforest geographically?</li> <li>What are climate zones?</li> <li>How can we use grid references on maps?</li> <li>Where in the world is Europe and how can we locate its countries?</li> </ul> | <b>The Groovy Greeks</b> <ul style="list-style-type: none"> <li>Where in the world is Europe and how can we locate its countries?</li> <li>How can we compare Ancient Greece with modern day Greece?</li> <li>How can we describe this place geographically?</li> <li>What are the environmental regions, cities and land use in Ancient Greece?</li> </ul> | <b>Invaders</b> <ul style="list-style-type: none"> <li>Where is Scandinavia? How can we map it?</li> <li>How can we map the settlements?</li> <li>How can we describe the land use geographically?</li> <li>How are natural resources used including energy, food, minerals and water? (including vegetation belts?)</li> </ul>              | <b>Law Breakers</b> <ul style="list-style-type: none"> <li>How can we compare European places to North American places?</li> <li>What are biomes?</li> <li>What impact can earthquakes have on places?</li> <li>How can we describe the eater cycle?</li> </ul>   |
| <b>SUMMER TERM</b> | <b>Me and My World</b> <ul style="list-style-type: none"> <li>Where do we live?</li> <li>What do we like about Fitzwilliam?</li> <li>How would we change it?</li> <li>What do you see on your way to school?</li> <li>How is (THE PLACE OF STUDY) different/same? to Fitzwilliam</li> </ul> | <b>Heroes and Villains</b> <ul style="list-style-type: none"> <li>What are the countries and capital cities of the UK called?</li> <li>What are the continents of the world called?</li> <li>What is Fitzwilliam like compared to a Native American village?</li> </ul> | <b>World Kitchen</b> <ul style="list-style-type: none"> <li>What are the continents of the world called?</li> <li>What are the oceans and seas called?</li> <li>How can we locate and map where food comes from?</li> <li>How does weather around the world affect food growth?</li> </ul> | <b>Travelling through China</b> <ul style="list-style-type: none"> <li>How can we map our journey throughout China?</li> <li>What is the land use and settle like in China?</li> <li>What are the mountain ranges in China?</li> <li>How are mountains formed?</li> </ul>   | <b>Vicious Volcanoes and Raging Rivers</b> <ul style="list-style-type: none"> <li>How can we locate volcanoes/rivers in the world?</li> <li>What are volcanoes/rivers and how are they formed?</li> <li>How can we describe a volcano/river geographically?</li> <li>How can we compare the impact of Mt St Helens and Mt Vesuvius</li> </ul>               | <b>Treasure Hunters</b> <ul style="list-style-type: none"> <li>Where is Mexico? How can we map it?</li> <li>How can we map the Mayan settlements?</li> <li>How can we describe the climate zones?</li> <li>How are natural resources used including energy, food, minerals and water?</li> </ul>   | <b>Structures of Wonder</b> <ul style="list-style-type: none"> <li>How can we locate and map places inf interest?</li> <li>How can we describe places of interest geographically?</li> <li>Where do they sit within different climate zones?</li> <li>What are the biomes and vegetation belts of the world?</li> </ul> |

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|   |  | <ul style="list-style-type: none"> <li>How can we describe these places geographically?</li> </ul>   |   |   | on places such as Pompeii?   |   |  |
| <b>SUBJECT SPECIFIC VOCABULARY (Tier 3)</b> | <ul style="list-style-type: none"> <li>Map</li> <li>Same</li> <li>different</li> </ul>   | <ul style="list-style-type: none"> <li>North /East/ South/ West</li> <li>maps /plan / compass</li> <li>symbol/ atlas</li> <li>near/far/ left/right</li> <li>photographs</li> <li>investigate</li> <li>similar/different</li> </ul>   | <ul style="list-style-type: none"> <li>aerial photograph</li> <li>sketch map</li> <li>locate</li> <li>key</li> <li>fieldwork</li> <li>collect</li> <li>record</li> <li>observe</li> </ul>   | <ul style="list-style-type: none"> <li>North East</li> <li>North West</li> <li>South East</li> <li>South West</li> <li>4 figure grid reference</li> <li>OS map</li> <li>scale</li> <li>analyse</li> <li>draw conclusions</li> <li>compare</li> </ul>  | <ul style="list-style-type: none"> <li>large scale map/medium scale map</li> <li>features</li> <li>sources</li> </ul>  | <ul style="list-style-type: none"> <li>satellite images</li> <li>primary sources</li> <li>secondary sources</li> <li>evidence</li> <li>OS map symbols</li> <li>Evidence</li> <li>influences</li> </ul>  | <ul style="list-style-type: none"> <li>navigate</li> <li>6 figure grid reference</li> <li>Land use patterns</li> <li>explain</li> </ul>  |
| <b>AUTUMN TERM VOCABULARY</b>               | <b>Minibeasts / Walking through the jungle (Autumn walk)</b> <ul style="list-style-type: none"> <li>Tree</li> <li>Path</li> <li>Road</li> <li>Field</li> <li>grass</li> <li>Fitzwilliam</li> <li>Park</li> </ul>       | <b>All About Me</b> <ul style="list-style-type: none"> <li>Fitzwilliam</li> <li>School</li> <li>busy/quiet</li> <li>building</li> <li>playing field</li> <li>playground</li> <li>House</li> <li>Tree</li> <li>Bus stop</li> <li>Path</li> <li>Road</li> <li>Shop</li> <li>Field</li> <li>train track</li> <li>church</li> <li>grass</li> </ul> | <b>The Great Fire of London</b> <ul style="list-style-type: none"> <li>United Kingdom</li> <li>England/London</li> <li>Scotland/Edinburgh</li> <li>Wales/Cardiff</li> <li>Northern Ireland/Belfast</li> </ul>   | <b>The Stone Age</b> <ul style="list-style-type: none"> <li>Skara Brae</li> <li>Settlement</li> <li>Rural</li> <li>Hamlet</li> <li>Dispersed</li> <li>Scattered</li> <li>nucleated</li> <li>physical features (see KS1 list)</li> <li>human features (see KS1 list)</li> </ul>  | <b>Were the Romans really rotten?</b> <ul style="list-style-type: none"> <li>Britain</li> <li>Energy</li> <li>Distribution</li> <li>Food/minerals/water</li> <li>Gas</li> <li>Coal</li> <li>Oil</li> <li>Wood</li> <li>Iron</li> </ul> | <b>Kingdoms</b> <ul style="list-style-type: none"> <li>topographical features</li> <li>land use</li> <li>housing, recreation, educational, transport, roads, leisure, commercial, agriculture</li> <li>economic activity including trade links, agriculture, mining, manufacturing, engineering, construction, exchanging, balance, purchase</li> </ul> | <b>Power</b> <ul style="list-style-type: none"> <li>Fitzwilliam</li> <li>Locality</li> <li>The City/The Realm</li> <li>Regeneration</li> <li>land use</li> <li>housing</li> <li>recreation</li> <li>educational</li> <li>transport</li> <li>leisure</li> <li>commercial</li> <li>agriculture</li> <li>economic activity</li> <li>trade links, <b>mining</b></li> </ul> |
| <b>SPRING TERM VOCABULARY</b>               | <b>The Three Little Pigs / Percy the Park Keeper (Winter walk)</b> <ul style="list-style-type: none"> <li>Tree</li> <li>Path</li> <li>Road</li> <li>Field</li> <li>grass</li> <li>Fitzwilliam</li> <li>Park</li> </ul> | <b>Castles</b> <ul style="list-style-type: none"> <li>Human features<br/>City, town, village, factory, farm, house, office, port, harbour, shop</li> <li>Physical features<br/>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</li> </ul>  | <b>Explorers</b> <ul style="list-style-type: none"> <li>Continent</li> <li>Africa/North and South America/Asia/Antarctica/Australia/Europe</li> <li>Physical features<br/>beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season, weather</li> <li>Human features<br/>City, town, village, factory, farm, house,</li> </ul> | <b>Extreme Environments</b> <ul style="list-style-type: none"> <li>Antarctica/Brazil/Sahara</li> <li>Equator/ Northern Hemisphere/ Southern Hemisphere</li> <li>Environment</li> <li>hot/cold</li> <li>rainforest</li> <li>desert</li> <li>climate zones</li> <li>arid</li> <li>humid</li> <li>rainfall</li> <li>climate</li> </ul> | <b>The Groovy Greeks</b> <ul style="list-style-type: none"> <li>Europe</li> <li>Greece</li> <li>Middle East</li> <li>Physical features (see KS1 list)</li> <li>Human features (see KS1 list)</li> <li>Land use</li> </ul>              | <b>Invaders</b> <ul style="list-style-type: none"> <li>Scandinavia/ Finland/ Sweden/Norway</li> <li>Settlement</li> <li>Rural</li> <li>Hamlet</li> <li>Dispersed</li> <li>Scattered</li> <li>nucleated</li> </ul>   | <b>Law Breakers</b> <ul style="list-style-type: none"> <li>Longitude/latitude</li> <li>water cycle</li> <li>evaporation</li> <li>condensation</li> <li>precipitation</li> <li>water vapor</li> <li>surface run-off</li> <li>earthquakes</li> <li>epicentre</li> <li>tsunami</li> <li>Richter scale</li> <li>Magnitude</li> </ul>                                       |

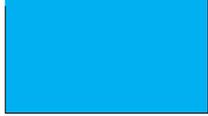
|                               |   |  |   |  |   |  |   |
|-------------------------------|---|--|---|--|---|--|---|
|                               |   |  | office, port, harbour, shop<br><ul style="list-style-type: none"> <li>Atlantic ocean, Pacific Ocean, Indian Ocean, Southern Ocean, Arctic Ocean</li> </ul>  | <ul style="list-style-type: none"> <li>temperate</li> </ul>  |   |  |   |
| <b>SUMMER TERM VOCABULARY</b> | <b>Me and My World</b> <ul style="list-style-type: none"> <li>House</li> <li>Bus stop</li> <li>Road</li> <li>Shop</li> <li>Field</li> <li>train track</li> <li>church</li> <li>Fitzwilliam</li> <li>England</li> <li>Country</li> </ul> | <b>Heroes and Villains</b> <ul style="list-style-type: none"> <li>United Kingdom</li> <li>England</li> <li>London</li> <li>Scotland</li> <li>Edinburgh</li> <li>Wales</li> <li>Cardiff</li> <li>Northern Ireland</li> <li>Belfast</li> <li>North Sea</li> <li>Irish Sea</li> </ul> | <b>World Kitchen</b> <ul style="list-style-type: none"> <li>Continent</li> <li>Africa</li> <li>North America</li> <li>South America</li> <li>Asia</li> <li>Antarctica</li> <li>Australia</li> <li>Europe</li> </ul> | <b>Travelling through China</b> <ul style="list-style-type: none"> <li>China/Asia</li> <li>convergent boundary</li> <li>fold mountains)</li> <li>Himalayan mountains</li> <li>Yellow mountains</li> <li>Mount Everest</li> </ul> | <b>Vicious Volcanoes and Raging Rivers</b> <ul style="list-style-type: none"> <li>Mount St Helens</li> <li>Ring of Fire</li> <li>Vesuvius</li> <li>Pompeii</li> <li>Volcano</li> <li>Crust</li> <li>Ash</li> <li>Mantle</li> <li>Eruption</li> <li>Lava</li> <li>Magma</li> <li>Active/dormant/extinct</li> <li>Rivers</li> <li>flood plain</li> <li>meanders</li> <li>waterfall</li> <li>valley</li> <li>mouth</li> <li>source</li> <li>spring</li> <li>stream</li> <li>erosion</li> <li>upper/middle/lower course</li> <li>tributaries</li> <li>delta</li> <li>erosion</li> </ul> | <b>Treasure Hunters</b> <ul style="list-style-type: none"> <li>South America/Peru/Mexico</li> <li>Tropic of Cancer/ Tropic of Capricorn</li> <li>Climate zones</li> <li>tropical/temperate/polar</li> </ul>      | <b>Structures of Wonder</b> <ul style="list-style-type: none"> <li>biomes</li> <li>tundra</li> <li>shrub land</li> <li>rainforest</li> <li>grassland</li> <li>desert</li> <li>temperate</li> <li>savanna</li> <li>vegetation belts</li> </ul> |
| <b>Map Knowledge</b>          | To be able to contribute to making a whole class map based on a shared experience.  | To be able to make and read a simple plan.<br><br>To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.<br><br>To be able to follow a simple map of the local area, with support  | To be able to read a map of the UK to identify its countries, capital cities and surrounding seas.<br><br>To be able to read a map that shows the world's seven continents and five oceans.                         | To be able to read a map of the UK's countries and cities.<br><br>To be able read a world map to locate the world's countries and understand the equator, northern and southern hemisphere, Arctic and Antarctic Circle.         | To be able to read a map of the countries of Europe (including Russia)<br><br>To be able to use a map to highlight tectonic plates.<br><br>To be able read a world map to locate the world's countries and understand the equator, northern and   | To be able to locate the countries of Europe (including Russia)<br><br>To be able to map Scandinavia in relation to their prior knowledge of Europe.<br><br>To be able to read a map that they study in relation | To be able to lead their own mapping skills and presenting their finding in their preferred way.<br><br>Pupils in Year 6 will complete a study of the local area (Fitzwilliam) linking in the prior knowledge of Geography.                   |

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| Map Skills |   |   | To be able to follow a simple map of the local area   | To be able to follow a simple map of the local area, highlighting their route        | southern hemisphere, Arctic and Antarctic Circle.<br><br>To be able to navigate a route using a map of the local area | to their areas of interest; Mexico and Peru<br><br>To be able to navigate a route of the local area, highlighting their route, noting landmarks that they pass. | To be able to navigate a route of the local area of their choosing, taking into consideration the features and roads of the local area. The children should be able to reason their decision based on spatial awareness. |
|            | They can talk about the features of their own immediate environment and how environments might vary from one another. | Follow verbal directions including N,S,E,W                                      | Follow a given route on a map using N, S, E, W  | Use eight compass points to follow or give directions using a known route            | Use eight point compass points well planned using a map   | Use eight point compass points well and applying them into a context when navigating  | Use eight point compass points confidently and accurately within a practical context when navigating their own route   |
|            | -photographs  | Have experience of maps and attempts to make own, real or imaginary             | Draw a map of a real or imaginary place e.g. add detail to a sketch map from aerial photo                       | Use letters or number grid reference to locate features on a map                     | Begin to use four figure grid reference to locate features on a map   | Use four figure grid reference to locate features on a map, using a key   | Begin to use six figure grid reference to locate features on a map, using a key  |
|            | -videos   | Use own symbols on imaginary map  | Use an infant atlas and globes to locate place  | Use a junior atlas to locate places and begin to look at OS maps                     | Begin to recognise symbols on a OS map  | Recognise and use OS map symbols  | Recognise and use OS map symbols and describe features shown on a OS map   |
|            | -walks in the community   | Use a plan view   | Use large scale maps  | Use large scale OS maps (approx. scale 1:1000)                                       | Use large and medium scale OS map (approx. scale 1:1000/1:25000)  | Use medium scale land range OS maps (approx. scale 1:25000/1:5000)  | Draw and use maps and plan in a range of scales  |
|            |   | Use an Infant atlas to locate places  | Use an Infant atlas to locate places  | Use atlases to find out about other features of places eg mountains                  | Use atlases to find out about other features of places eg mountains, weather patterns                                 | Use atlases and globes to find out about other features of places e.g. mountains, weather patterns  | Use atlases to find out about other features of places e.g. mountains, weather patterns  |
|            |   | Use NF books, stories, maps, pictures, photos as sources of information         | Use NF books, stories, maps, pictures, photos and internet as sources of information                            | Use NF books, stories, maps, pictures, photos and internet as sources of information | Use NF books, stories, maps, pictures, photos and internet as sources of information                                  | Begin to use primary and secondary sources of information for evidence  | Use primary and secondary sources of information for evidence  |
|            |   | Follow a route on a map using directional language such as near/far, left/right | Follow a route on a map using directional language such as near/far, left/right and understand how to use a key | Follow a route on larger scale maps  | Follow a route on larger scale maps   | Start to follow a short route on an OS map  | Follow a short route on an OS map independently  |
|            |   |   | Begin to use maps sites on internet (google)  | use maps sites on internet (google)  | use maps sites on internet (google)   | use maps sites on internet (google)   |  |

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|                      |  | Have experience of aerial photographs and try to identify known places with support | Have experience of aerial photographs and try to identify known places    | Have experience of aerial photographs and identify known places   | Use satellite images and aerial photographs to extend learning within topic                                   | Continue to use satellite images and aerial photographs to extend learning within topic   | Create maps using aerial photographs and satellite images.  |  |   |  |
| Field Work Knowledge | They talk about the features of their own immediate environment and how environments might vary from one another.<br><br>Children know about similarities and differences in relation to places, objects, materials and living things. | To be able to investigate their locality: school                                    | To be able to investigate their line of enquiry: school and local grounds | To be able to investigate their line of enquiry by comparing places within their study  | To be able to investigate their line of enquiry about the wider world using secondary sources to support them | To be able to investigate their line of enquiry about the wider world using comparison skills to draw to a conclusion.                                    | To be able to investigate their line of enquiry about their place of study by using secondary sources, comparing skills, the purpose of land use and how they have all changed over time in order for places to stay connected. |  |   |  |
| Field Work Skills    | Investigate their surroundings and discussing what they can see.<br><br>-community walks   | Investigate their surroundings  | Begin to collect and record evidence with modelled support                | Begin to collect and record evidence  | Collect and record evidence   | Collect and record evidence   | Collect and record evidence in their preferred way  |  |   |  |
|                      |  | Make observations about where things are e.g. around school and local area          | Use simple fieldwork and observational skills to study school and grounds | Analyse evidence and draw conclusions eg make comparisons with two locations using photos pictures, temperatures and location | Analyse evidence and draw conclusions e.g. make comparisons between locations, photos, pictures, maps         | Analyse evidence and draw conclusions e.g. compare historical maps of varying scales, temperature of various locations, influence on people everyday life | Analyse evidence and draw conclusions e.g. field work, data on land use, comparing land use data, look at patterns and explain reasons behind it  |  |   |  |
|                      |  | Express their own views about places and the local area.                            |   |   |   |   |   | Draw a sketch of a simple feature from an observation or photo | Begin to use a variety of sources of evidence to express views about the school | Use a variety of sources of evidence to express views about the local area |
|                      |  | Draw simple features they observe in the local area                                 |   |   |   |   |   |  | Use sketches as evidence in an investigation in the local area                  | Draw a sketch of key features of topic studied with increasing accuracy.   |
|                      |  |   |   |   |   |   |   | Begin to use recordings for their investigation                | Begin to use recordings for their investigation                                 | Begin to use recordings for their investigation                            |
|                      |  | Experience simple scale drawings of the local area.                                 | Try to make a simple scale drawing  | Make a map of a short route experienced with features in correct order  | Begin to draw a sketch map from a high view point   | Make a map of a short route experienced with features in correct order  | Draw a sketch map using symbols and a key   |  |   |  |

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| <b>Place and Location Knowledge</b> | They talk about the features of their own immediate environment and how environments might vary from one another.<br><br>Children know about similarities and differences in relation to places, objects, materials and living things. | Identify and describe where places are in the UK<br><br>To be able to identify hot and cold parts of the world.  | Identify and describe where the seven continents are around the world<br><br>Identify and locate the UK's countries and capital cities.  | Identify and describe where the seven continents are around the world<br><br>Identify and locate the UK's countries and capital cities<br><br>Study of human and physical geography of a region in <b><i>China</i></b> | Study of human and physical geography of a region in <b><i>Europe</i></b>  | Study of human and physical geography of a region of the <b><i>Scandinavia/Peru and Mexico</i></b>   | Study of human and physical geography. <b><i>A detailed local study: Fitzwilliam making connections across other subject areas.</i></b>  |
| <b>Place and Location Skills</b>    | Children will be able to say where they live and where their school is.<br><br>They will know that they live in the country England  | Make simple comparisons between features of different places.  | Make simple comparisons between features of different places<br><br>Recognise how places are linked to other places in the world.<br><br>Compare and contrast a small area of the United Kingdom with a small area in a non-European country           | Begin to identify significant places and environments<br><br>Identify and describe where places are around the world<br><br>Compare and contrast areas within the UK and   | Begin to identify significant places and environments<br><br>Identify and describe where places are around the world | Identify significant places and environments<br><br>Identify and describe where places are around the world<br><br>Compare and contrast areas within the UK  | Confidently identify significant places and environments<br><br>Identify and describe where places are around the world<br><br>Compare and contrast areas within other European countries (Not UK) |
| <b>Locational knowledge</b>         | They talk about the features of their own immediate environment and how environments might vary from one another.<br><br>Children know about similarities and differences in relation to places, objects, materials and living things. | Learn names of countries within the United Kingdom<br><br>Learn names of cities and surrounding seas in the United Kingdom<br><br>Begin to match boundaries (e.g find same boundary of a country on different scale maps.) of the UK | Name and locate the worlds' seven continents and five oceans<br><br>Learn names of cities and surrounding seas in the United Kingdom<br><br>Begin to match boundaries (e.g find same boundary of a country on different scale maps.) around the world. | Locate places on larger scale maps and identify where the equator, Northern and Southern Hemisphere are in relation to South America.  | Identify the Equator, Northern Hemisphere, Southern Hemisphere and the countries that lie within them.               | Identify the Equator, Northern Hemisphere, Southern Hemisphere, Tropics of Cancer and Capricorn and the countries that lie within them<br><br>Identify key human and physical characteristics of the UK and how they have changed over time. | Use latitude and longitude on atlas maps and globes.<br><br>Identify key human and physical characteristics of the UK and how they have changed over time, within their locality study.            |

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|                                     |   | Begin to spatially match places e.g recognise UK on a small scale and larger scale map |   |   |   | Identify land use patterns of the UK.   | Identify land use patterns of the locality of their study and how it has changed over time.   |
|                                     |   |  |   |   |   | Locate and identify key human and physical characteristics of the UK.                                   | Identify key human and physical characteristics of the UK and how they have changed over time   |
|                                     |   |  |   |   |   | Identify key topographical features of the UK (eg. Hills, mountains, coasts and rivers)                 | (within a topic of interest: Fitzwilliam Coal Mining)   |
| Human and Physical Knowledge        | Children know about similarities and differences in relation to places, objects, materials and living things. | To be able to understand what is meant by human and physical features.                 | To be able to understand and compare the human and physical features of the places that they study. | To be able to understand and apply their knowledge of human and physical features to a place of study, making connections between the feature and their purpose | To be able to understand how the physical and human features of the world have shaped what we know today. | To be able to understand how the physical and human geography of the world are affected by settlements. | To be able to understand how the physical and human geography of the local and wider world connect to the decisions made by people in the community/ and world around us. |
| Human and Physical Geography Skills |   | Use appropriate geographical vocabulary related to the topic (see below)               | Use appropriate geographical vocabulary related to the topic (see below)                            | Use appropriate geographical vocabulary related to the topic (see below)  | Use appropriate geographical vocabulary related to the topic (see below)                                  | Use appropriate geographical vocabulary related to the topic (see below)                                | Use appropriate geographical vocabulary related to the topic (see below)  |
|                                     |   | Recognise human and physical features in the local area                                | Recognise human and physical features of non-European countries studied                             | Locate the key human and physical characteristics of China  | Recognise and describe key rivers around the world.   |   | Recognise and describe key mountains around the world.  |
|                                     |   | Recognise how places have become the way they are and how they continue to change      | Identify hot and cold areas of the world in relation to the equator and the North and South Poles.  |   | Recognise how and why people may seek to manage environments sustainably                                  |   | Investigate how decisions about places and environments affect the future quality of people's lives.<br>Recognise how people can improve an environment or destroy it.    |
|                                     |   | Identify and describe what places are like.  |   |   | Identify and learn about volcanoes and earthquakes  | Recognise and describe biomes and vegetation belts around the world                                     | Understand the water cycle<br>Recognise and describe biomes and vegetation belts around the world   |
|                                     |   | Identify seasonal and daily weather patterns in the UK                                 |   |   | To learn about distribution of natural resources including energy.  | To learn about settlements and environmental impact   | To learn about distribution of natural resources including energy.  |



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