

HECKINGTON ST. ANDREW'S  
C OF E PRIMARY SCHOOL



GEOGRAPHY CURRICULUM AND  
PROGRESSION DOCUMENTS

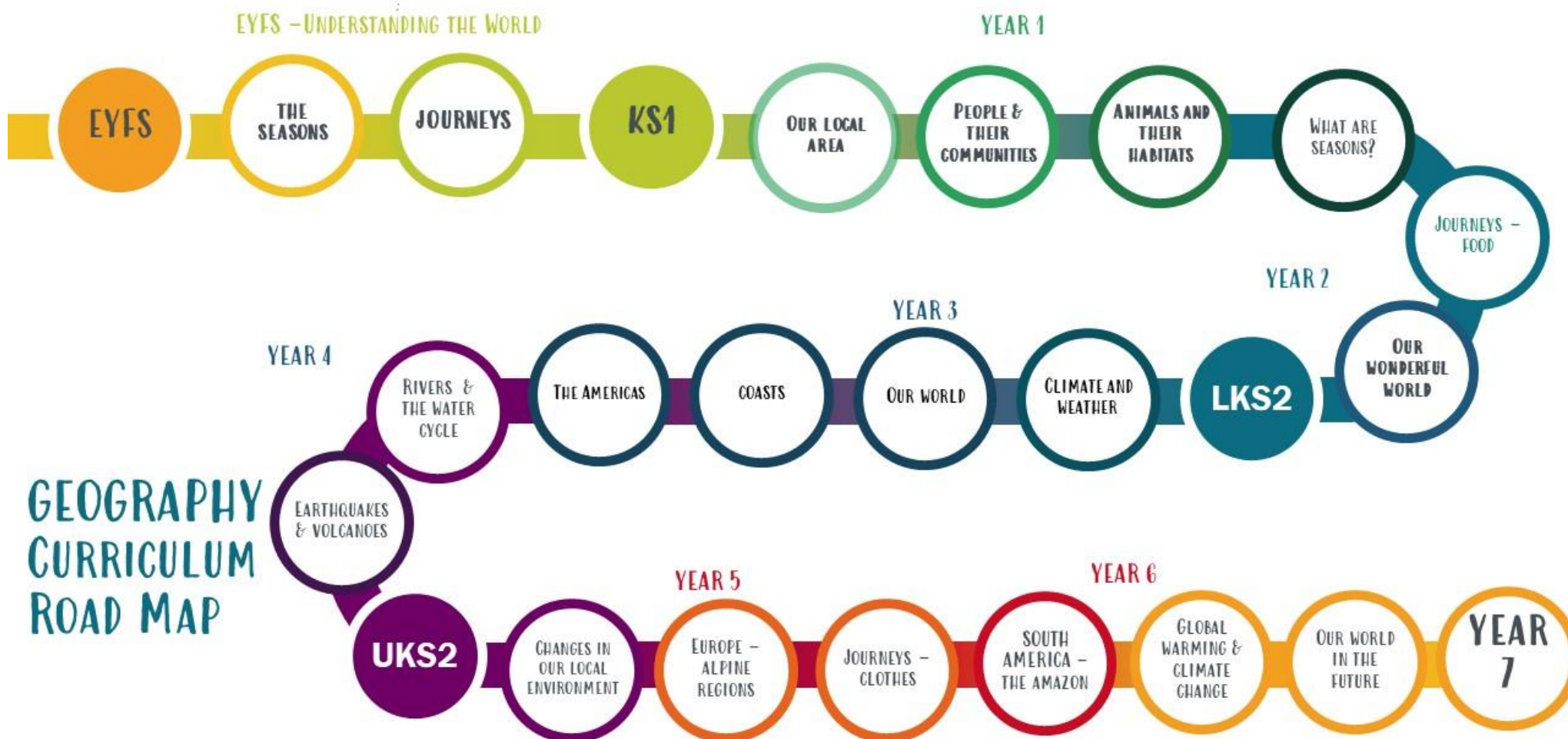


## Intent

The **National Curriculum** underpins our Geography curriculum. Our **progression documents** set out the development of **knowledge** and **process knowledge (skills)** that are essential foundations for being a geographer. Through studying Geography, pupils will develop a strong **understanding** of the diversity of people and places within the UK and across the world. Pupils will have the opportunity to ask questions, find answers and evaluate information **critically** whilst building their recall and **knowledge** of how physical geography impacts human geography. Pupils will develop their ability to compare localities, and to recognise the **diversity** that occurs across the globe.

## Implementation

Geography teaching is underpinned by the Rising Stars geography curriculum to ensure progression and good subject knowledge. Teachers plan from the progression documents and are expected to use the localities and geographical understanding outlined without variation. Knowledge organisers are used to set out the key knowledge that children will learn in a particular unit of work. Teachers will use their expertise about when global events provide an opportunity for reinforcing the knowledge, understanding and process knowledge (skills) within the curriculum, and may from time to time plan responsive discrete lessons. These opportunities are recorded in topic folders. Teachers adapt their teaching in response to ongoing assessment to ensure accurate and fluent recall of core knowledge. They provide ongoing feedback, which supports the development of the required skills.



# GEOGRAPHY CURRICULUM ROAD MAP



Our geography curriculum is based on the Rising Stars Primary schemes of work and is underpinned by the National Curriculum.

KS1 Units of Work

<p><b>Y1</b> <b>Our Local Area</b> What's it like where we live?</p> <p><b>People and their Communities</b> Where in the world do these people live?</p> <p><b>Animals and their Habitats</b> Where do our favourite animals live?</p>	<p><b>Y2</b> <b>Seasons</b> What are seasons?</p> <p><b>Journeys – Food</b> Where does our food come from?</p> <p><b>Our Wonderful World</b> What are the seven wonders of our world?</p>
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KS2 Units of Work

<p><b>Y3</b> <b>Climate and Weather</b> Why is climate important?</p> <p><b>Our World</b> Where on Earth are we?</p> <p><b>Coasts</b> Do we like to be beside the seaside?</p>	<p><b>Y4</b> <b>The Americas</b> Can you come on a Great American Road Trip?</p> <p><b>Rivers and the Water Cycle</b> How does the water go round and round?</p> <p><b>Earthquakes and Volcanoes</b> How does the Earth shake, rattle and roll?</p>	<p><b>Y5</b> <b>Changes in our Local Environment</b> How is our country changing?</p> <p><b>Europe – A Study of the Alpine Region</b> Where should we go on holiday?</p> <p><b>Journeys – Clothes</b> Where does all our stuff come from?</p>	<p><b>Y6</b> <b>South America – The Amazon</b> What is life like in the Amazon?</p> <p><b>Global Warming and Climate Change</b> Are we damaging our world?</p> <p><b>Our World in the Future</b> How will our world look in the future?</p>
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<b>KS1</b> National Curriculum History subject content Pupils should be taught to:	<b>Lower KS2</b> National Curriculum History subject content Pupils should be taught to:	<b>Upper KS2</b> National Curriculum History subject content Pupils should be taught to:
<b>The UK and local area:</b>		
<ul style="list-style-type: none"> <li>• Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>• Develop knowledge of the human and physical geography of a small area of the United Kingdom.</li> </ul>	<ul style="list-style-type: none"> <li>• Name and locate counties, cities and geographical regions of the United Kingdom and recognise their identifying human and physical characteristics.</li> <li>• Identify the position and significance of latitude, longitude, the equator, northern hemisphere, southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the geographical regions and key topographical features of the United Kingdom (including hills, mountains, coasts and rivers), and land-use patterns; understand how some of these aspects have changed over time.</li> </ul>
<b>The world and continents:</b>		
<ul style="list-style-type: none"> <li>• Name and locate the world's seven continents and five oceans.</li> </ul>	<ul style="list-style-type: none"> <li>• Locate the world's countries, focusing on Europe and North and South America.</li> </ul>	<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> <li>• Identify the position and significance of latitude, longitude, the equator, the northern hemisphere, the southern hemisphere, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>
<b>Physical themes:</b>		
<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts.</li> <li>• Describe and understand key aspects of physical geography including earthquakes</li> </ul>	<ul style="list-style-type: none"> <li>• Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</li> <li>• Describe and understand key aspects of physical geography, including rivers,</li> </ul>

<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> </ul>	<p>and volcanoes, rivers, mountains and the water cycle.</p>	<p>mountains, volcanoes and earthquakes, and the water cycle.</p>
<b>Human themes:</b>		
<ul style="list-style-type: none"> <li>Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including types of settlement and land use.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography including economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li> </ul>
<b>Understanding places and connections:</b>		
<ul style="list-style-type: none"> <li>Understand geographical similarities and differences through studying the human and physical geography of a small area of a contrasting non-European country.</li> </ul>	<ul style="list-style-type: none"> <li>Describe and understand key aspects of human geography, including types of settlement and land use.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country and a region within North or South America.</li> <li>Establish an understanding of the interaction between physical and human processes.</li> </ul>	<ul style="list-style-type: none"> <li>Understand geographical similarities and differences and change through the study of human and physical geography of the United Kingdom.</li> <li>Understand geographical similarities and differences through the study of human and physical geography of the United Kingdom, a region in a European country and a region within North or South America.</li> <li>Deepen an understanding of the interaction between physical and human processes.</li> </ul>
<b>Map and atlas work:</b>		
<ul style="list-style-type: none"> <li>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.</li> <li>Use simple compass directions (north, south, east and west) and locational and directional language (e.g. near and far; left and right), to describe the location of features and routes on a map.</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>Use symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</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>Use the eight points of a compass, four/six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>

**Fieldwork and investigation:**

<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a range of methods including sketch maps, plans and graphs, and digital technologies.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area.</li> </ul>
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**Golden Threads for Geography**

Relationships	Respect	Responsibility	Resilience	Reverence
<ul style="list-style-type: none"> <li>• We are helpful</li> <li>• We work as a team</li> <li>• We are kind and caring</li> <li>• We are good communicators</li> </ul>	<ul style="list-style-type: none"> <li>• We are active listeners</li> <li>• We show good manners</li> <li>• We care for our environment</li> <li>• We show consideration for others</li> </ul>	<ul style="list-style-type: none"> <li>• We own our actions</li> <li>• We are self-motivated</li> <li>• We are good role models</li> <li>• We are in control of our learning</li> </ul>	<ul style="list-style-type: none"> <li>• We keep going</li> <li>• We believe in ourselves</li> <li>• We have a go</li> <li>• We persevere</li> </ul>	<ul style="list-style-type: none"> <li>• We show empathy</li> <li>• We are reflective</li> <li>• We experience awe and wonder</li> <li>• We practice stillness</li> </ul>





## Overview of Units by Year Group

### Year 1

<p><b>Autumn 1:</b> Our Local Area</p> <p>What's it like where we live?</p>	<p><b>Spring 1:</b> People and their Communities</p> <p>Where in the world do these people live?</p>	<p><b>Summer 1:</b> Animals and their Habitats</p> <p>Where do our favourite animals live?</p>
<p><b>Lesson 1: To describe the places we go often and rarely, and what we see on the way to school.</b> <b>What do we know as 'local area' experts?</b></p> <ul style="list-style-type: none"> <li>• I can say where I go often.</li> <li>• I can say where I go rarely.</li> <li>• I can say what I see on the way to school.</li> </ul> <p><b>Lesson 2: To understand what is near school, far away from school and to gain a sense of place.</b> <b>What is near to us, and what is far away?</b></p> <ul style="list-style-type: none"> <li>• I know what is near.</li> <li>• I know what is far.</li> <li>• I know the furthest that I have travelled.</li> </ul> <p><b>Lesson 3: To use and understand a simple plan of the classroom.</b> <b>How do you read a plan?</b></p>	<p><b>Lesson 1: To describe the place and location we live in as part of the UK.</b> <b>What is our area like?</b></p> <ul style="list-style-type: none"> <li>• I know which country of the UK I live in.</li> <li>• I can say where my home area is (e.g. Northern England, the Highlands of Scotland etc.) and, possibly the home area.</li> <li>• I can describe the main characteristics of the part of the UK that I live in.</li> </ul> <p><b>Lesson 2: To understand what the coast is like and to see it through the eyes of someone who lives there.</b> <b>What is it like living by the sea?</b></p> <ul style="list-style-type: none"> <li>• I know what a beach is, and where my nearest coastline is.</li> <li>• I know what life might be like there, and the jobs of a lifeguard.</li> <li>• I can draw and/or describe being by the seaside.</li> <li>• I know the seas surrounding the UK.</li> </ul> <p><b>Lesson 3: To understand what living in a rainforest is like and to compare it to our lives.</b></p>	<p><b>Lesson 1: To locate and describe the home of emperor penguins.</b> <b>What is it like where emperor penguins live?</b></p> <p>I understand what a continent is, and can locate one. I can imagine life as a penguin in Antarctica. I can describe the specific landscape of the Antarctic penguin.</p> <p><b>Lesson 2: To locate and describe the home of the Asian panda.</b> <b>What is it like where Asian pandas live?</b></p> <ul style="list-style-type: none"> <li>• I understand what a continent is, and can locate one.</li> <li>• I can say the sorts of landscapes that are found in this continent, and why these are suitable for pandas.</li> <li>• I can describe the specific landscape of the Asian panda.</li> </ul>



- I can understand a plan of the classroom.
- I can hold the plan the right way up.
- I can add items to the plan.

**Lesson 4: To understand and use a local map.**

**How do you use a map?**

- I understand a map of the local area.
- I can use the map to get around.
- I can add items to the map.

**Lesson 5: To identify the destination of our fieldtrip and to recall the journey there.**

**Where is our nearest open space?**

- I know where the nearest open space is.
- I am able to locate it on an aerial photo and identify it.
- I can recall the journey and put landmarks in sequence.

**Lesson 6: To remember a local journey and the stages in order.**

**Can we share our journey to explain what our area is like?**

- I can remember a journey.
- I can recreate a part of the journey.
- I can create symbols for a map.

**What is it like living in a rainforest?**

- I know what a rainforest is and can name a significant one in the world.
- I know what life might be like for people who live in a rainforest.
- I can describe an imaginary visit to a rainforest.

**Lesson 4: To understand how and why different buildings are built to suit different places, using the example of Timbuktu.**

**What is it like to live in a dry place?**

- I understand how (and why) different buildings are built in different places.
- I can describe the building materials and important buildings in Timbuktu/Mali.
- I can compare it with how my school was built.

**Lesson 5: To understand what a city is and to locate world cities on a map.**

**What is life like in large cities?**

- I know what is similar about three cities that are found in different continents.
- I can explain where in the world these cities are.
- I understand what a capital city is.

**Lesson 6: To explain their reasons for going to another country, and imagine what a journey must be like.**

**Can you imagine what it is like to be somewhere else?**

**Lesson 3: To describe specific place knowledge about the location of a specific animal?**

**What is it like where Whale sharks live?**

- I know where Oceania is.
- I can explain what is under the sea.
- I can say where the whale shark migrates to.

**Lesson 4: To locate a specific animal and describe the African landscape in Namibia.**

**What is it like where African elephants live?**

- I can describe an African rural landscape.
- I can imagine I am an elephant in the rural landscape.
- I can describe a day-in-the-life of an elephant in Namibia.

**Lesson 5: To understand an animals yearly movements, and describe the countries it passes over.**

**What is it like to live where swallows live?**

- I know what a swallow is, and understand animal migration.
- I can give reasons why animals travel huge distances.
- I can explain the continents and landscapes that a swallow passes over in its yearly migration.

	<ul style="list-style-type: none"> <li>• I can explain the reasons for going on a journey to one of the four countries and continents in this unit.</li> <li>• I can describe the landscape and people in this place.</li> <li>• I can be part of a role play in imagining what a journey would be like.</li> </ul>	<p><b>Lesson 6: To explain and understand the locations studied in the different continents.</b></p> <p><b>Who live in my 'place in a box'?</b></p> <ul style="list-style-type: none"> <li>• I can describe some detail of the physical geography of a non-European country.</li> <li>• I can work with others to create a 'place in a box' to represent an animal habitat.</li> <li>• I can assess my own and other's work and make improvements.</li> </ul>
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**Year 2**

<p><b>Autumn 1: Seasons</b></p> <p>What are seasons?</p>	<p><b>Spring 1: Journeys – Food</b></p> <p>Where does our food come from?</p>	<p><b>Summer 1: Our Wonderful World</b></p> <p>What are the seven wonders of our world?</p>
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<p><b>Lesson 1: To describe different types of weather, make observations and understand changes around us? Can we observe weather?</b></p> <ul style="list-style-type: none"> <li>• I understand that the weather changes.</li> <li>• I can observe different kinds of weather.</li> <li>• I know that people predict the weather.</li> </ul> <p><b>Lesson 2: To observe the weather and understand weather data from pictures, words and symbols.</b></p>	<p><b>Lesson 1:</b> To identify shops selling food locally or on the high street.</p> <ul style="list-style-type: none"> <li>• To start to understand that shops sell foods from many different locations.</li> <li>• To role play going to the shops and buying fresh, frozen and fast food items.</li> </ul> <p><b>What can we buy on the high street?</b></p> <ul style="list-style-type: none"> <li>• I know where the local high street is, and can role-play a visit there.</li> </ul>	<p><b>Lesson 1: To revise the physical and human of our local area and identify the UK's wonders.</b></p> <p><b>What are our local wonders?</b></p> <ul style="list-style-type: none"> <li>• I understand what human and physical geographical elements there are in my local area and the UK.</li> <li>• I know why a 'wonderful' location might be special.</li> <li>• I can compare and contrast different locations using place knowledge.</li> </ul>
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**What have we observed about the weather?**

- I can choose the word or symbol to represent a type of weather.
- I can describe the change in weather over a week.
- I can interpret data in a chart or graph.

**Lesson 3: To understand why weather changes, and know that there are different types of wind which bring about these changes.**

**Why does the weather change?**

- I understand what wind is.
- I understand it blows from different directions, and this causes changes in weather.
- I know the points of the compass.

**Lesson 4: To understand that there are 4 seasons in the UK.**

**What are the 4 seasons?**

- I know there are four seasons.
- I can describe the different seasons.
- I can use role play and geographical vocabulary to explain the differences.

**Lesson 5: To know about parts of the UK and it's capital cities, and talk about the weather there.**

**What can we find out about the weather in different parts of the country?**

- I can describe the weather in another part of the country.

- I know what food is sold there.
- I understand what fresh, frozen and fast food is.

**Lesson 2:**

- To know that food comes from either plants or animals.
- To understand that the food we eat has a food story.
- To understand it has been changed (processed).

**How does our food get to us?**

- To know that food comes from either plants or animals.
- To understand that the food we eat has a food story.
- To understand it has been changed (processed).

**Lesson 3: To understand what farming is, what a farmer does and where the plants and animals we eat come from.**

**What plants does Mrs Macdonald grown in her garden?**

- I understand what farming is, and areas where farming occurs.
- I understand what a farmer does.
- I understand where the plants and animals that we eat come from.

**Lesson 2: To identify and describe the worlds highest mountain, giving reasons why it's a physical wonder.**

**Are mountains wonders of the world?**

- I know where the high places are in the world.
- I know what the world's highest mountain is called.
- I know which animals live there, and how they survive.

**Lesson 3:**

- To identify the major rivers in different continents of the world.
- To know the difference between a river and a desert.

**Which rivers are natural world wonders?**

- I know what a river is and how it is different to a desert.
- I can name some of the world's major rivers.
- I know what these rivers are like (place knowledge).

**Lesson 4: To compare ancient world wonder and to compare them with those built within the last 100 years.**

**What are the ancient world wonders?**

- I can name an 'ancient' and old-world wonder.
- I can locate the 'modern' world wonders.
- I can compare the ancient world wonders with those built in the last hundred years.

- I can write geographical questions about the weather.

- I can use weather vocabulary.

**Lesson 6: To demonstrate understanding of the weather, and seasons in different parts of the UK.**

**What changes occur throughout the seasons, and how are they shown on maps?**

- I can identify changes related to the four seasons.
- I can identify daily and seasonal weather patterns in the UK.
- I understand weather symbols.
- I can identify hot and cold areas of the world.

**Lesson 4: To understand that animals are reared in the UK, and used for dairy and milk.**

**What animals might Mrs Macdonald rear on her farm?**

- I understand the job of a dairy farmer, and can describe their year.
- I understand how milk and other food products are produced.
- I can understand the type of land that a dairy farm needs to thrive.

**Lesson 5: To understand that some traditional foods originate in the UK.**

**Can we create a great British picnic?**

- I understand the parts of the UK and their traditional foods.
- I know where Wales and Scotland are located.
- I can mix and combine foods to make it into different products.

**Lesson 6: To understand the Geography of the UK and they types of food produced here.**

**Can we create a great British food map?**

- I can name the countries in the UK.
- I understand the geography of the UK.
- I know the types of food produced, and the locations of these.

**Lesson 5: To explain and describe the ancient world wonder we have learned about.**

**Can we explain and describe the ancient wonders of the world?**

- I know where the wonders of the human and physical world are.
- I know the difference between the world wonders, and I can compare them.
- I can explain and present what I have learned about the world wonders.

**Lesson 6: To identify new world wonders in the UK and beyond.**

**Which landmarks are new world wonders?**

- I know three major world cities: Hong Kong, San Francisco and Lagos.
- I know what types of landscapes they are.
- I understand what I would see there.

## Year 3

Autumn 2: Climate and Weather	Spring 2: Our World	Summer 2: Coasts
Why is climate important?	Where on Earth are we?	Do we like to be beside the seaside?
<p><b>Lesson 1: To recap weather, and start to learn about climate, climate zones and biomes.</b>  <b>What are weather, climate and biomes?</b></p> <ul style="list-style-type: none"> <li>I understand that there is a pattern to weather and seasons in my own and other environments.</li> <li>I understand that these climate patterns are different in different regions of the world.</li> <li>I can use a map of world, annual average air temperatures and/or a globe to describe the world climate zones from the Poles to the equator.</li> </ul> <p><b>Lesson 2: To find out about the polar climate zone, and to learn about the tundra biome.</b>  <b>What are the polar regions like?</b></p> <ul style="list-style-type: none"> <li>I know where the coldest places on Earth are in relation to the equator and Poles.</li> <li>I can describe the polar climate, and characteristics of the polar climate zone.</li> <li>I can talk about the animals of the tundra biome.</li> </ul>	<p><b>Lesson 1: To understand that flat 2-D maps and spherical 3-D physical and political globes all represent our world, but in different ways.</b>  <b>What is the world like?</b></p> <ul style="list-style-type: none"> <li>I know that the world is a sphere.</li> <li>I understand differences between globes and maps.</li> <li>I can locate the Equator, and know the names of continents and oceans.</li> </ul> <p><b>Lesson 2: To demonstrate the relationship between maps and globes, and explore the idea of addresses.</b>  <b>How can we describe where places are on the Earth's surface?</b></p> <ul style="list-style-type: none"> <li>I can turn my 'globe' into my own 'map' of the/a world.</li> <li>I know and understand my address, and appreciate that each line of it 'zooms out' to a new scale.</li> <li>I can explain this as 'nesting', using the Russian doll analogy.</li> </ul> <p><b>Lesson 3: To be able to identify the position of lines of latitude and name the Equator, Tropics of Cancer and Capricorn,</b></p>	<p><b>Lesson 1: To discover how much the children know about, and have experienced, the seaside, and to locate UK coastal places on a map</b>  <b>Have you been to the seaside?</b></p> <ul style="list-style-type: none"> <li>I can talk about coastal places I have visited.</li> <li>I can locate some coastal places on a map of the UK.</li> <li>I can use geographical vocabulary to describe the coast.</li> </ul> <p><b>Lesson 2: To introduce a region of the UK, and discover how varied its coastline is.</b>  <b>What is the coast of South West England like?</b></p> <ul style="list-style-type: none"> <li>I can locate South West England on a map of the UK.</li> <li>I can locate and name the counties of Cornwall, Devon, Dorset and Somerset.</li> <li>I can name some of the coastal places.</li> <li>I can name (some of) the effects of the sea and tide.</li> </ul> <p><b>Lesson 3: To describe, compare and contrast natural features found at the coast, using appropriate geographical vocabulary.</b></p>



**Lesson 3: To find out about the hottest, driest places on Earth and the tropical desert climate zone.**

**Where are the hottest, driest places in the world?**

- I know where (some of) the hottest, driest places on Earth are, in relation to the Equator and the North and South Poles.
- I know what the 'tropical desert climate' and 'tropical desert biome' are.
- I can say what climate zones and biomes are.

**Lesson 4: To find out about the hottest, wettest places on Earth, and something of the tropical rainforest biome.**

**What are the hottest, wettest places in the world?**

- I know where (some of) the hottest, wettest places on Earth are, in relation to the equator, and North and South Poles.
- I know what 'tropical rainforest climate' and 'rainforest biome' mean.
- I can say what climate zones and biomes are.

**Lesson 5: To learn about the temperate climate zone and the deciduous forest biome, and to begin to consider climate change.**

**Which climate zone and biome do we live in?**

- I can describe the seasonal weather associated with a temperate climate (in the UK).

**and the Polar circles, Arctic and Antarctic, and the North and South Poles.**

**What do the lines of maps and globes mean?**

- I can locate and name the key circles or lines of latitude on both world map and globe.
- I can identify features of the zones marked by the main lines of latitude.

**Lesson 4: To learn more about longitude, and about the Earth's daily rotation and its effects.**

**Why do we have day and night?**

- I can understand how day and night are caused as the Earth rotates on its axis.
- I can locate lines of longitude.
- I can locate and name the Greenwich/Prime Meridian and the  $\pm 180^\circ$  E-W lines of longitude.

**Lesson 5: To introduce the international date line and time around the world.**

**What time is it where you are?**

- I can locate and name the  $\pm 180^\circ$  E-W line of longitude and the International Date Line (IDL).
- I know why the IDL is located in the Pacific Ocean.
- I know why the IDL zigzags and does not exactly follow the  $180^\circ$  E-W line of longitude.

**Lesson 6: To describe the significance of latitude and longitude, and how they**

**What natural features can I see beside the seaside?**

- I can use the appropriate geographical vocabulary to describe coastal features.
- I can distinguish between 'hard' and 'soft' coasts ('rocky' and 'sandy').

**Lesson 4: To introduce family and economic activities that occur around the coast of the UK and use geographical vocabulary to describe built coastal features.**

**What features and activities can be seen around the UK coasts?**

- I can name some localities around the coast of the UK, and the activities that occur in them.
- I can use geographical vocabulary to describe built coastal features.
- I can name and describe activities that families and others enjoy at the coast.

**Lesson 5: To carry out research and prepare a presentation for the Big Finish in Week 6, meeting the given criteria.**

**Do we like to be beside the seaside?**

- I have researched the coastal location that I have selected.
- I have planned my presentation and can tell how I will structure and display my work.

**Lesson 6: To extend the children's knowledge and understanding beyond their local area to include a range of places in the UK.**



<ul style="list-style-type: none"> <li>• I can describe some ways in which the temperate climate affects human activities in the UK.</li> <li>• I can describe some effects of extreme climatic events in the UK.</li> </ul> <p><b>Lesson 6: To produce a report based on how climate and biome affects lives, and to use appropriate geographical vocabulary learned during the topic.</b></p> <p><b>Why is climate important?</b></p> <ul style="list-style-type: none"> <li>• I understand the geographical terms of weather, climate and biomes.</li> <li>• I can use research techniques to produce my report.</li> <li>• I can communicate my geographical report in an appropriate way.</li> </ul>	<p><b>are used to describe the location of points on the Earth's surface.</b></p> <p><b>What are the co-ordinates?</b></p> <ul style="list-style-type: none"> <li>• I can make a world map using my learning across the course of the unit.</li> <li>• I am able to say how points on the Earth's surface are described, using longitude and latitude.</li> </ul>	<p><b>Which sort of seaside would you choose?</b></p> <ul style="list-style-type: none"> <li>• I can show my knowledge and understanding of aspects of the geography of coasts in my Big Finish presentation.</li> <li>• I can assess my presentation and those of my classmates.</li> <li>• I can write about which place I would like to visit and why.</li> </ul>
<p><b>Year 4</b></p>		
<p><b>Autumn 1: The Americas</b></p> <p>Can you come on a Great American Road Trip?</p>	<p><b>Spring 1: Rivers and the Water Cycle</b></p> <p>How does the water go round and round?</p>	<p><b>Summer 1: Earthquakes and Volcanoes</b></p> <p>How does the Earth shake, rattle and roll?</p>
<p><b>Lesson 1: To use the eight points of the compass, with an atlas, map and/or Google™ Earth, to locate cities in the continent of North America, and to discover something about (some of) these cities and their states.</b></p> <p><b>What are North American cities like?</b></p>	<p><b>Lesson 1: To introduce the land part of the water cycle using geographical vocabulary.</b></p> <p><b>Where does all the rain go?</b></p> <ul style="list-style-type: none"> <li>• I can describe where rainfall goes when it falls to Earth.</li> <li>• I know that rainwater forms streams and rivers.</li> </ul>	<p><b>Lesson 1: To have an understanding of the causes, outcomes and location of earthquakes.</b></p> <p><b>What is happening when the earth shakes?</b></p> <ul style="list-style-type: none"> <li>• I know what earthquakes are.</li> <li>• I know how earthquakes are caused.</li> </ul>

- I can locate the city of Denver in the state of Colorado, in the country of the USA, on the continent of North America, using a map, an atlas index or Google Earth.
- I can find the names of cities that are located approximately N, NE, E, SE, S, SW, W and NW of Denver.
- I can record (on a worksheet) the names of the cities, and the country and state each is in.

**Lesson 2: To discover something about South American regions, countries and cities, and improve knowledge about the differences between continent, country and city.**

**What are South American cities like?**

- I can locate and name cities that are N, NE, E, SE, S, SW, W and NW of Cuiabá, Brazil.
- I can record the names of the cities, and the country each is in.
- I can identify and write down (some) geographical information about these cities.

**Lesson 3: To research some countries and cities in North and South America, and identify similarities and differences.**

**Are South American cities similar to North American cities?**

- I can find, and record (some) countries, states and cities in North and South America.

- I can use the appropriate geographical vocabulary.

**Lesson 2: To introduce the sky (atmosphere) and its role in the water cycle.**

**Where does the rainfall come from?**

- I know that water evaporates from oceans, seas, lakes and the ground.
- I understand that water condenses as clouds.
- I appreciate how and why rain falls from clouds.

**Lesson 3: To learn about a major UK river – the River Thames – and to follow a river from source to mouth.**

**What can we learn about the River Thames?**

- I can follow the River Thames on a map from source to mouth.
- I can identify a range of rural river features, including settlements.
- I can identify a range of urban river features, including settlements.

**Lesson 4: To explore the ways in which people use and change some of the world's major rivers.**

**How and where do people use and change rivers?**

- I can describe and explain some ways people use rivers.
- I can describe and explain some ways people change rivers.
- I know something about several of the world's major rivers.

- I can describe the location of some earthquakes.

**Lesson 2: To have some understanding of the causes, outcomes and locations of volcanoes.**

**What is happening when the Earth rattles and rolls?**

- I know what volcanoes are.
- I can describe what happens when a volcano erupts.
- I can describe the location of some volcanoes.

**Lesson 3: To understand the distribution of earthquakes and volcanoes, and to know where the world's most active earthquake and volcanic zone is today.**

**Does the Earth shake, rattle and roll all over?**

- I can describe the distribution earthquakes and volcanoes.
- I understand that volcanoes can be active, dormant and extinct.
- I know about the 'Pacific Ring of Fire'.

**Lesson 4: To discover why people live in the vicinity of volcanoes, and what measures can be taken to make life safer in earthquake zones.**

**How and where do people live where the Earth shakes, rattles and rolls?**

- I can describe examples where, and know the main reasons why, people live in the vicinity of volcanoes.

- I can discover something about these countries, states and cities.
- I can identify some similarities and differences between North and South American cities.

**Lesson 4: To be able to name, locate and describe some of the main environmental regions of North and South America.**

**What are the Americas main environmental regions?**

- I can name some of the major environmental regions of North and South America.
- I can locate some of the major environmental regions of North and South America.
- I can describe the physical characteristics of some of the major environmental regions of North and South America.
- I can interpret a physical geography map/satellite image.

**Lesson 5: To research the historic Route 66 and some of the cities it went/goes through.**

**What is route 66?**

- I know what and where Route 66 is, and some of the cities it passes/passed through.

**Lesson 5: To introduce the land part of the water cycle using geographical vocabulary.**

**How do rivers wear away mountains?**

- I can identify river features on an OS map.
- I can identify (some of) the changes that different rates of water flow produce.
- I can describe erosion, transportation and deposition by water.

**Lesson 6: To model a river or stream, and to see how changes in water flow affect the river or stream.**

**Can we model a river or stream?**

- I can identify river features on an OS map.
- I can identify (some of) the changes that different rates of water flow produce.
- I can describe erosion, transportation and deposition by water.

- I know some of the hazards for people who live in earthquake and volcanic zones.
- I can describe how some of these can be/have been overcome, and life made safer for people.

**Lesson 5: To provide an opportunity to investigate recent earthquakes and volcanic eruptions and the associated issues.**

**How disastrous have recent earthquakes and/or volcanic eruptions been?**

- I can talk about a recent example(s) of an earthquake and/or volcanic eruption.

**Lesson 6: To create a Big Finish by making a working model of a volcano.**

**Can we make a model volcano that erupts?**

- I can make a model volcano that erupts safely.

<ul style="list-style-type: none"> <li>• I can give some information about the city or section of the route my group is focusing on.</li> <li>• My group has a presentation (almost) ready for delivering in Week 6.</li> </ul> <p><b>Lesson 6: To complete the unit by making the Big Finish presentation, and to elicit learning through question-and-answer time, and conversation.</b></p> <p><b>Have you been along route 66?</b></p> <ul style="list-style-type: none"> <li>• I know what and where Route 66 is, and some of the cities it passes/passed through.</li> <li>• I can present information about the city or environment my group focused on.</li> <li>• I can identify, talk about, and compare, human and physical geography features along Route 66.vol</li> </ul>		
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**Year 5**

<p style="text-align: center;"><b>Autumn 2:</b> <b>Changes in our Local Environment</b></p> <p style="text-align: center;">How is our country changing?</p>	<p style="text-align: center;"><b>Spring 2:</b> <b>Europe – A Study of the Alpine Region</b></p> <p style="text-align: center;">Where should we go on holiday?</p>	<p style="text-align: center;"><b>Summer 2:</b> <b>Journeys – Clothes</b></p> <p style="text-align: center;">Where does all our stuff come from?</p>
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<p><b>Lesson 1: To name and locate some key topographical features of the UK and your own region.</b></p> <p><b>What are the key features of the UK?</b></p>	<p><b>Lesson 1: To be able to use physical and political maps to identify a region in Europe.</b></p> <p>Where are the Alps?</p> <ul style="list-style-type: none"> <li>• I know the seven continents of the world.</li> </ul>	<p><b>Lesson 1: To understand that our food and clothes can come from all over the world</b></p> <p><b>Where do my school uniform and lunch come from?</b></p> <ul style="list-style-type: none"> <li>• I know how to use an atlas to accurately locate countries.</li> </ul>
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- I know where the UK is located, and that it consists of England, Scotland, Wales and Northern Ireland.
- I can name and locate some key topographical features of the UK.
- I understand where I live within the UK.

**Lesson 2: To understand that local people will have differing opinions about change in their region, and to explain some ways in which development can be sustainable. How did the 2012 Olympics change London?**

- I know the key changes that occurred in East London for the 2012 Olympic and Paralympic Games.
- I understand that people hold differing views about change in their region.
- I can explain some ways in which development can be sustainable.

**Lesson 3: To understand that regions change over time and that change is continual.**

**How did the Second World War change the West Midlands?**

- I know that the Second World War changed the West Midlands region.
- I can explain how the West Midlands changed following the Second World War.
- I understand that change is continual.

**Lesson 4: To understand that change is happening in the local area, and that changes will continue to happen.**

- I can use photographs to identify features of a region.
- I know how to use physical and political maps to locate places and regions.

**Lesson 2: To understand how fold mountain ranges are formed, and that mountains form over millions of years because the Earth is continually changing. How were the Alps formed?**

- I know that the Alps were formed over a long period of time, millions of years ago.
- I can explain the process by which fold mountains form.
- I understand that fold mountains occur when two tectonic plates meet.

**Lesson 3: To understand how homes are designed to suit their physical location. How are homes adapted to suit the Alpine climate?**

- I know that houses are usually built to suit the local climate and availability of resources.
- I understand how traditional Alpine houses are designed to suit their locality.
- I can explain the climate pattern of the Alps.

**Lesson 4: To understand the importance of the tourist industry to Alpine communities and to understand that tourism brings advantages and disadvantages.**

- I know the main industries in the Alps.

- I can name and locate several countries where my clothes and food originate.
- I understand that it is sometimes difficult to ascertain where raw materials and ingredients originate.

**Lesson 2: To understand that each type of fruit grows in particular climatic conditions and in a particular season, and that fruit may have to travel long distances to reach our fruit bowl. Where does my fruit salad come from?**

- I know that plants grow in particular climatic conditions.
- I can explain where in the world several different fruits originate.
- I understand that each type of fruit grows in a particular season.

**Lesson 3: To understand that clothes can be produced fairly and sustainably, and to understand that unwanted clothing may be recycled and processed.**

**How do my clothes get to my wardrobe?**

- I know how cotton clothing is produced.
- I can explain what 'fair trade' means.
- I understand that there are various outcomes for items of clothing that are no longer wanted.

**Lesson 4: To investigate locally made and grown products available in our area, and to investigate locally imported products available in our area.**

**How has the import of products affected local industries?**



### How is our local area changing?

- I know that change is happening in my local area.
- I can describe the changes that have happened in my local area.
- I understand that there will be continual change in my local area.

**Lesson 5: To explain how the local area has changed and how it might change in the future.**

### How might our local area change in the future?

- I can use a range of sources to identify change.
- I can use appropriate geographical vocabulary to describe change.
- I can understand how my local area might change in the future.

**Lesson 6: To understand how the local area has changed and to consider what it might be like in the future.**

### How has our area changed from the past and how might it change in the future?

- I know what my local area was like in the past.
- I can offer my opinions on what my local area is like now and the changes that are happening.
- I can share my hopes for the future of my area.

- I can explain the advantages and disadvantages of tourism in the Alps.
- I understand the importance of sustainable development in the Alps.

**Lesson 5: To understand how avalanches have influenced the Alpine landscape.**

### How have avalanches changed the Alpine landscape?

- I know what an avalanche is, and how they are caused.
- I can explain how avalanches effect the landscape.
- I can explain some of the steps that humans take to protect themselves from the dangers of avalanches.

**Lesson 6: To create a resource to inform tourists about the Alpine region.**

### What should tourists know about the Alps?

- I can select appropriate geographical information for a specific purpose.
- I can share my knowledge about a European region in a format that is useful to tourists.
- I understand how the Alpine region is unique and special.

- I can pose my own enquiry questions.
- I can plan and use a range of methods to collect evidence in answer to my geographical questions.
- I understand that there are advantage and disadvantages to both imported and locally produced products.

**Lesson 5: To understand the perspectives of a range of people on geographical issues, and to understand that what people buy affects the lives of others.**

### Local produce or imported produce?

- I know that there is no right or wrong regarding the issue of choosing imported or locally produced food.
- I can explain the views of different groups of people on a geographical issue.
- I understand that our shopping choice have an effect on the lives of others.

**Lesson 6: To be able to explain the journey of a product to your home.**

### What is the journey of our stuff?

- I know the journey of how at least one product gets to my home in detail.
- I can explain my geographical learning in the form of a story.
- I understand that there are many routes that products can take before arriving in my home.



## Year 6

Autumn 1: South America – The Amazon	Spring 1: Global Warming and Climate Change	Summer1: Our World in the Future
What is life like in the Amazon?	Are we damaging our world?	How will our world look in the future?
<p><b>Lesson 1: To understand what the Amazon is, and where it is located.</b> Where is the Amazon?</p> <ul style="list-style-type: none"> <li>I know the nine countries that the Amazon region spans.</li> <li>I understand that ‘The Amazon’ may refer to a river, a river basin or a rainforest region.</li> <li>I can locate the Amazon basin and Amazon River on a map of South America.</li> </ul> <p><b>Lesson 2: To understand the Amazon’s climate, and how the native animals are adapted to it?</b> What would it be like to walk through the Amazon rainforest?</p> <ul style="list-style-type: none"> <li>I know that the Amazon has a wet and a dry season.</li> <li>I can describe how the climate in the Amazon is different to the climate in the UK.</li> <li>I understand that animals are adapted to their habitat and can give at least one example of an animal from the Amazon rainforest.</li> </ul>	<p><b>Lesson 1: To understand the threats to the health of our planet and some possible solutions.</b> Are we damaging our world?</p> <ul style="list-style-type: none"> <li>I know that there are threats to the health of our planet.</li> <li>I can explain several threats to wildlife and/or habitats.</li> <li>I understand that there are ways to help improve the health of our planet.</li> </ul> <p><b>Lesson 2: To understand what minerals are and question if they can be used sustainably.</b> What are minerals and do we have an endless supply?</p> <ul style="list-style-type: none"> <li>I know the sources of several important minerals used in everyday life.</li> <li>I can explain where minerals can be found around the world.</li> <li>I understand some of the ways in which minerals can be used sustainably.</li> </ul> <p><b>Lesson 3: To understand the different types of energy available, and their advantages and disadvantages.</b> Where does our energy come from?</p>	<p><b>Lesson 1: To plan and carry out fieldwork to answer a given enquiry question.</b> What in our region should we preserve for the future?</p> <ul style="list-style-type: none"> <li>I know why my local area is special.</li> <li>I can plan and carry out fieldwork, using appropriate techniques.</li> <li>I understand how to take the needs and views of others into account.</li> </ul> <p><b>Lesson 2: To understand how and why housing needs change over time.</b> What is the housing like in our area?</p> <ul style="list-style-type: none"> <li>I know the range of housing available in the local area.</li> <li>I can generate ideas and designs that will meet the needs of the community.</li> <li>I understand how to make my designs sustainable.</li> </ul> <p><b>Lesson 3: To understand the importance of local work opportunities to the community.</b> What are work opportunities like in our area?</p>

**Lesson 3: To research the Amazonian city of Manaus.**

**What is Manaus like?**

- I know the key human and physical features of Manaus.
- I can describe some of the ways in which Manaus differs from where I live.
- I understand how to research a distant city.

**Lesson 4: To understand what life is like in the Amazon, and how it is changing.**

**Do people live in the Amazon rainforest?**

- I know that communities can change over time.
- I can explain 'shifting cultivation'.
- I understand that there are differing communities, both urban and rural in the Amazon basin.

**Lesson 5: To understand how the Amazon is being damaged and how it can be protected.**

**How can people protect the Amazon?**

- I know why the Amazon is important.
- I can explain some of the reasons why deforestation is occurring in the Amazon.
- I understand how the Amazon is being protected and can suggest what else might be done to protect it.

**Lesson 6: To understand the value of the Amazon and how it can be protected.**

**Why should we protect the Amazon?**

- I know that there are both renewable and non-renewable energy sources available.
- I can explain the carbon cycle.
- I understand that no one type of energy production is the solution providing the world's energy.

**Lesson 4: To understand the importance of protecting the oceans.**

**Why should we protect our oceans?**

- I know how humans rely on the oceans.
- I can describe some of the threats to our oceans.
- I understand some of the advantages of Marine Protected Areas (MPAs).

**Lesson 5: To carry out an enquiry into sustainability?**

**How can we be more sustainable in school?**

- I can pose an enquiry question.
- I can plan and carry out an enquiry into sustainability in school.
- I understand some of the ways in which I could make my school more sustainable.

**Lesson 6: To be able to explain how a particular environmental issue has been caused and suggest some possible solutions.**

**Can we plan a campaign?**

- I can identify an important environmental issue.

- I know the different types of industry and employment currently available in the local area.
- I can explain how the types of industry and employment in the area have changed over time.
- I know that community needs may change in future, and that this will affect local industry and employment opportunities.

**Lesson 4: To understand that communities need a range of accessible amenities and public services.**

**What are the public services and amenities like in our area?**

- I know what amenities and public services are available locally.
- I can use a map to locate local amenities and public services.
- I understand that the location of amenities and public services in communities is important.

**Lesson 5: To understand how the geography of communities affects community spirit.**

**What is community spirit like in our area?**

- I know what community spirit is and why it is important.
- I can describe some activities or facilities that support the development of community spirit.
- I understand that the design of communities can help or hinder relations.

- I can communicate my geographical ideas in an animation.
- I can explain how I can help to protect the Amazon rainforest.
- I can explain the value of the Amazon rainforest.

- I know how this environmental issue has been caused.
- I can suggest some possible solutions to this issue.

**Lesson 6: To plan for a sustainable future for our area.**

**Can we make a plan for a sustainable future for our area?**

- I feel optimistic about my role in the future of my area.
- I can choose an appropriate format to present my geographical learning.
- I understand how developments can be sustainable.

# PROGRESSION OF KNOWLEDGE AND PROCESS KNOWLEDGE (SKILLS)

## LOCATIONAL KNOWLEDGE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>I can describe the school environment using what I know from observation, discussion, stories/nonfiction and maps.</li> <li>I can talk about how things have changed over time in my local area – school, fields, roads etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate some major cities, oceans and continents on a UK and world map.</li> <li>I can use a world map, atlas or globe to name and locate the seven continents and five oceans.</li> <li>I can name most of the nations and capitals of the UK.</li> <li>I know that I live in the UK, and it is an island.</li> <li>I can identify the UK and its surrounding seas.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and name the relevant continents.</li> <li>I can name the capitals of the UK.</li> <li>I can use an atlas to name and locate on a map the four countries and capital cities of the UK.</li> </ul>	<ul style="list-style-type: none"> <li>I can indicate tropical, temperate and polar climate zones on a globe or map.</li> <li>I know about the continents and countries of the world and the 'countries' and 'continents' on the world map they have made.</li> <li>I can talk about the poles, equator and lines of latitude and longitude, and mark them appropriately on their own map and can distinguish between them.</li> <li>I can identify on a globe or map the position of the Prime/Greenwich Meridian.</li> <li>I can describe the significance of latitude and longitude.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador).</li> <li>I can relate continent, country, state and city.</li> <li>I can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route).</li> <li>I can use a map to locate some states of the USA (e.g. California).</li> <li>I can use a map or atlas to locate some countries and cities in</li> </ul>	<ul style="list-style-type: none"> <li>I can describe key physical and human characteristics and environmental regions of Europe.</li> <li>Can locate and describe several physical environments in the UK, e.g. coastal and mountain environments, and how they change (e.g. season to season).</li> <li>I can name and locate types of industry in the area and give reasons why they have changed over time.</li> <li>I can describe and give reasons for local land use and suggest how this might change in the future.</li> </ul>	<ul style="list-style-type: none"> <li>I can locate cities, countries and regions of South America on physical and political maps.</li> <li>I can describe key physical and human characteristics and environmental regions of South America (e.g. the Amazon Basin).</li> <li>I can identify and locate a national or international environmental issue and explain why it is an issue</li> <li>I can name and locate types of industry in the area and give reasons why they have changed over time.</li> <li>I can describe and give reasons for local land use and suggest how this might change in the future.</li> <li>I can describe the location of South</li> </ul>

			<ul style="list-style-type: none"> <li>• I can locate and describe some human and physical characteristics of the UK (e.g. use a copy of a map of the British Isles and locate and label the main British seaside locations they have visited).</li> <li>• I can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</li> <li>• I can identify the position of the Prime/Greenwich Meridian and understands the significance of latitude and longitude (e.g. describe how climate varies with latitude and in relation to equator, tropics and poles).</li> </ul>	<p>Europe or North and South America.</p> <ul style="list-style-type: none"> <li>• can an locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers.</li> <li>• I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</li> <li>• I can describe and compare the physical and human characteristics of some regions in North or South America.</li> <li>• I can offer explanations for the similarities and differences between some regions in North or South America (e.g. relate to north and south hemispheres and</li> </ul>		<p>America and Amazon Basin, the UK, latitude, hemisphere, etc.</p>
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			<ul style="list-style-type: none"> <li>I can talk about time zones and day and night.</li> </ul>	<p>distance from the equator)</p> <ul style="list-style-type: none"> <li>I can use an atlas to locate volcanoes and locations of earthquakes and describe the position of the Pacific Ocean, mountain chains, etc.</li> </ul>		
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## PLACE KNOWLEDGE

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>I can describe in some detail the local area and distant locations' features using images to support answers.</li> <li>Can compare the local area to distant locations. This might be naming key landmarks, e.g. the nearest local green space or landmarks of other capital cities.</li> <li>Know that people do jobs and that where they live (e.g. coastline) might affect this.</li> <li>Have some sense of what animals eat and the dangers (human or physical) animals might encounter.</li> </ul>	<ul style="list-style-type: none"> <li>I can demonstrate locational awareness, name their local area, and that they live in the UK.</li> <li>Know that weather can be different in different parts of the UK.</li> <li>Can describe a local natural environment (animals and plants) and use a range of good quality key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>I can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary (e.g. UK in temperate zone).</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and sequence a range of (North and/or South American) settlement sizes from a village to a city.</li> <li>I can describe the characteristics of settlements with different functions.</li> <li>I can describe and compare the physical and human characteristics of some regions in North or South America.</li> <li>I can offer explanations for the similarities and differences between some regions in North or South America.</li> <li>I can describe how the</li> </ul>	<ul style="list-style-type: none"> <li>I can locate the UK's major urban areas, knowing some of their distinct characteristics and how some of these have changed over time.</li> <li>I can describe how a (local) region has changed and how it is different from another region of the UK.</li> <li>I can give information about a region of Europe and its physical environment, climate and economic activity.</li> <li>I know that human activity is influenced by climate and</li> </ul>	<ul style="list-style-type: none"> <li>I can describe similarities and differences in life in cities and in villages and in a range of settlement sizes, and give some reasons.</li> <li>I can illustrate how human activity is influenced by climate and weather.</li> <li>I can describe and begin to explain several threats to wildlife/habitats (e.g. in the Amazon Basin).</li> </ul>



			human and physical characteristics are connected for one or two regions in North or South America .	weather and can give examples. <ul style="list-style-type: none"> <li>I can describe hazards from physical environments and their management, such as avalanches in mountain regions.</li> </ul>	
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## HUMAN AND PHYSICAL GEOGRAPHY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>I can talk about some of the changes in the natural world including seasons.</li> <li>I can contrast the natural world around me with different environments.</li> </ul>	<ul style="list-style-type: none"> <li>I can show some awareness of weather differences.</li> <li>I can describe which continents have significant hot or cold areas and relate these to the poles and equator.</li> <li>I can use a world map, atlas or globe to locate the continents and oceans relative to the equator and poles.</li> <li>I can describe and ask questions about seasonal and daily weather patterns (UK and overseas) and describe which continents have significant hot or cold areas and</li> </ul>	<ul style="list-style-type: none"> <li>I know the four seasons and the correct order and identify seasonal and daily weather patterns in the UK.</li> <li>I know that weather can be different in different parts of the UK.</li> <li>I can give some reasons why the UK has the weather it does (e.g. wind).</li> </ul>	<ul style="list-style-type: none"> <li>I can indicate tropical, temperate and polar climate zones on a globe or map and describe the characteristics of these zones using appropriate vocabulary.</li> <li>I can describe how physical processes can cause hazards to people.</li> <li>I can describe some advantages and disadvantages of living in hazard-prone areas (e.g. understand the dangers of floods, drought and climate change).</li> <li>I can use simple geographical vocabulary to describe</li> </ul>	<ul style="list-style-type: none"> <li>I can use simple geographical vocabulary to describe significant physical features of rivers and talk about how they change.</li> <li>I can describe a river and mountain environment in the UK, using appropriate geographical vocabulary.</li> <li>I can describe the water cycle in sequence, using appropriate vocabulary, and name some of the processes associated with rivers and mountains.</li> <li>I can give reasons why physical</li> </ul>	<ul style="list-style-type: none"> <li>I can describe and understand a range of key physical processes and the resulting landscape features.</li> <li>I can describe how a mountain region was formed.</li> <li>I can explain some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>I can describe and begin to explain hazards from physical environments and their management, such as avalanches in mountain regions.</li> <li>I can describe what the climate of a region is like and</li> </ul>	<ul style="list-style-type: none"> <li>I can begin to explain how climate and vegetation are connected in biomes, e.g. the tropical rainforest.</li> <li>I can describe what the climate of a region is like and how plants and animals are adapted to it (e.g. in the Amazon rainforest).</li> <li>I can compare the Amazon and Alpine regions, identifying similarities and differences.</li> <li>I can identify some ways biomes (including the oceans) are valuable, why they are under threat and how they can be protected.</li> <li>I can describe key aspects of human geography including</li> </ul>

	<p>relate these to the poles and equator.</p> <ul style="list-style-type: none"> <li>• I can make comparisons when prompted with the weather in our area.</li> <li>• I can identify seasonal weather patterns.</li> </ul>		<p>significant physical features and talk about how they change (e.g. the features of coasts).</p> <ul style="list-style-type: none"> <li>• I can describe some advantages and disadvantages of living in hazard-prone areas (e.g. the dangers of the sea – tides, cliff falls, erosion and flooding).</li> <li>• I can identify and sequence a range of (UK) seaside/coastal settlement sizes from a village to a city.</li> <li>• I can describe the characteristics of (UK) settlements with different functions, e.g. features, settlements and activities associated with coastal towns, such as tourism, ports and docks.</li> </ul>	<p>processes can cause hazards to people, e.g. flooding, earthquakes, etc.</p> <ul style="list-style-type: none"> <li>• I can describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of rivers and mountains).</li> <li>• I can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts).</li> <li>• I can describe the characteristics of (North American) settlements with different functions.</li> <li>• I can use</li> </ul>	<p>how plants and animals are adapted to it (e.g. in the Alps).</p> <ul style="list-style-type: none"> <li>• I can describe key physical and human characteristics and environmental regions of Europe (e.g. the Alps).</li> <li>• I can describe key physical and human characteristics and environmental regions of Europe.</li> <li>• I can describe how food production is influenced by climate.</li> <li>• I know that products we use are imported as well as locally produced.</li> <li>• I can name our energy sources and natural resources.</li> </ul>	<p>economic activity (e.g. the distribution of natural resources including timber).</p> <ul style="list-style-type: none"> <li>• I can identify and justify deforestation as an environmental issue.</li> <li>• I can describe where our energy and natural resources come from.</li> <li>• I can identify as environmental issues, and begin to explain, several threats to wildlife/habitats (e.g. deforestation).</li> </ul>
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				appropriate vocabulary to describe the main land uses within urban areas and identify the key characteristics of rural areas (e.g. using Google Earth, atlases and images, research several major cities in North and South America and identify how they are different and similar).	
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## GEOGRAPHICAL VOCABULARY (KS1 ONLY)

YEAR 1	YEAR 2
<ul style="list-style-type: none"> <li>• I know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features).</li> <li>• I can use appropriate vocabulary in relation to the human and physical features of local and distant locations.</li> <li>• I can describe the physical and human geography of a distant place.</li> <li>• I can recognise a natural environment and describe it using geographical vocabulary. They can relate this to the animals studied in the unit.</li> <li>• I know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</li> <li>• I can use appropriate vocabulary in relation to the human and physical features of local and distant locations.</li> <li>• I can describe the physical and human geography of a distant place.</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify multiple weather types.</li> <li>• I can demonstrate that they understand basic, subject-specific vocabulary relating to physical geography (weather).</li> <li>• I can write sentences about different weather types using good vocabulary.</li> <li>• I can talk with confidence about human and physical environments, such as farmland, the local area or further afield (e.g. a major UK city), naming features and using some key vocabulary.</li> <li>• I can identify and name some of the wonders (of the world).</li> <li>• I can give reasons for choices.</li> <li>• I can correctly use most of the key vocabulary given in the unit.</li> </ul>

## GEOGRAPHICAL SKILLS AND FIELDWORK

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>I can explore the natural world.</li> <li>I can show interest in a world map.</li> <li>I can name where I live.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a world map, atlas, or globe to recognise and name some continents and oceans.</li> <li>I can use a UK wall map or atlas to locate and, with support, identify the four countries and capital cities of the UK.</li> <li>I can use a wall map or atlas to locate and identify countries taught in the unit.</li> <li>I know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</li> <li>I can use appropriate language when talking about</li> </ul>	<ul style="list-style-type: none"> <li>I can locate the UK and name the countries of the UK.</li> <li>I can use an atlas to name and locate on a map the four countries and capital cities of the UK.</li> <li>I can use atlas, map or globe to locate some wonders (of the world).</li> <li>I can use a range of good quality key vocabulary, including directional language, to describe a local natural environment (animals and plants).</li> <li>I can use and understand basic weather symbols.</li> <li>I can use photographs and plan perspectives to describe and recognise landmarks and basic human and physical features.</li> <li>I can correctly use</li> </ul>	<ul style="list-style-type: none"> <li>I can use the zoom function of a digital map to locate places and gather information (e.g. uses Google Earth to locate places within different climate zones, to zoom in on the poles, equator and tropics)</li> <li>I can talk about the 'globe' they started with and how they made it into a map, the challenges they faced and how they overcame them.</li> <li>I can use most of the vocabulary introduced in the unit when talking about their map.</li> <li>I can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have</li> </ul>	<ul style="list-style-type: none"> <li>I can use a map or atlas (including index) to locate some countries and cities in Europe, North and South America.</li> <li>I can use a map to locate some states of the USA (e.g. use an atlas to locate places and be able to describe the location of the place using a nested hierarchy).</li> <li>Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route).</li> <li>Can use the zoom function of a digital map to locate places (e.g. using Google</li> </ul>	<ul style="list-style-type: none"> <li>I can locate and describe several physical environments in the UK.</li> <li>I can locate the UK's major urban areas.</li> <li>I can use maps to locate the Alps and identify the physical features of the region.</li> <li>I can use base maps to create their own maps of the Alpine region.</li> <li>I can use maps to locate places and countries that locally available products come from.</li> <li>I can describe maps of the local area, using appropriate geographical vocabulary and conventions (e.g. grid references, compass directions</li> <li>I can use fieldwork to investigate key questions and begin to answer them.</li> <li>I can use fieldwork to observe and describe local human and physical</li> </ul>	<ul style="list-style-type: none"> <li>I can locate and describe Brazil and the Amazon Basin and River and describe features studied.</li> <li>I can use a range of resources to locate national and global environmental issues.</li> <li>I can use digital maps to investigate and describe features of an area.</li> <li>I can use and talk about a variety of maps of South America and Brazil, using appropriate geographical vocabulary and conventions (e.g. compass directions, symbols).</li> <li>I can describe locations of local, national and global environmental issues using appropriate locational vocabulary, and using the conventions of OS maps for UK issues.</li> <li>I can make sketch maps of the local area using symbols,</li> </ul>

	<p>maps and locations.</p> <ul style="list-style-type: none"> <li>• I can describe a journey on a map of the local area using simple compass directions and locational and directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).</li> <li>• I know about the local area and can name and locate key landmarks (e.g. create a vocabulary list of the human and physical features of the local area and describe these features and locate them on a map using images or drawings).</li> <li>• I can describe a journey on a map of the local area using simple compass directions and locational and</li> </ul>	<p>most of the key vocabulary given in the unit.</p> <ul style="list-style-type: none"> <li>• I can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</li> </ul>	<p>visited).</p> <ul style="list-style-type: none"> <li>• I can use an atlas to locate the UK and locate some major urban areas, can locate where they live/have visited in the UK (e.g. seaside/coastal places they have visited).</li> <li>• I can use directional language and grid references when talking about locations.</li> <li>• I can use fieldwork to measure, record and describe the characteristics of the temperate zone using appropriate vocabulary.</li> </ul>	<p>Earth, starting at Denver, Colorado, near to the centre of the USA – zoom out to identify states and cities of the USA and locate them on a map).</p> <ul style="list-style-type: none"> <li>• Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).</li> <li>• an give direction instructions up to eight compass points.</li> <li>• Can make a map of a route with features in the correct order and in the correct places.</li> <li>• In a group, can carry out fieldwork in the local area selecting appropriate techniques (e.g. to create a river in the playground using natural materials, use a</li> </ul>	<p>features and compare them with those in the Alps.</p> <ul style="list-style-type: none"> <li>• I can record/list products available locally and say whether they are produced locally and/or imported.</li> </ul>	<p>a key and a scale.</p> <ul style="list-style-type: none"> <li>• I can use fieldwork (e.g. in a forest or woodland) to observe, describe and record the environment and create a sketch map, using symbols and key.</li> <li>• I can present information gathered in fieldwork using a range of graphs and other simple forms, including digital.</li> </ul>
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	directional language (e.g. after a walk to a nearby green space, describe the route taken on a large-scale map using compass directions and locational language prompted by their journey stick).			watering can to form the river, observe and record what happens to the water over different materials, take photographs and label with key river features and processes).		
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## GEOGRAPHICAL ENQUIRY

YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<ul style="list-style-type: none"> <li>• I can say what I like about own locality.</li> <li>• I can sort things into like and don't like.</li> <li>• I can answer some questions using different resources, such as books, the internet, and atlases.</li> <li>• I can think of a few good questions to ask about a locality.</li> <li>• I can answer questions about the weather.</li> <li>• I can keep a weather chart, using main weather symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• I can label a diagram or photograph using some geographical words. Find out about a locality by using different sources of evidence</li> <li>• I can find out about a locality by asking some good questions to someone else.</li> <li>• I can say what I like and don't like about the locality and another locality like the seaside.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use correct geographical words to describe a place and the events that happen there</li> <li>• I can identify key features of a locality by using a map</li> <li>• I am beginning to use 4 figure grid references</li> <li>• I can accurately plot NSEW on a map</li> <li>• I can use some basic OS map symbols.</li> <li>• I can plan a journey to school.</li> <li>• I can make accurate measurement (of distances within 100km).</li> </ul>	<ul style="list-style-type: none"> <li>• I can carry out a survey to discover features of cities and villages</li> <li>• I can find the same place on a global and in an atlas</li> <li>• I can label the same features on an aerial photograph as on a map</li> <li>• I can plan a journey to a place in England</li> <li>• I can accurately measure and collect information (e.g., rainfall, temperature, wind speed, noise levels etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• I can collect information about a place and use it in a report, using graphs and other forms of data recording.</li> <li>• I can map land use</li> <li>• I can find possible answers to own geographical questions</li> <li>• I can make detailed sketches and plans, improving accuracy later</li> <li>• I can plan a journey to a place in another part of the world, taking account of differences and similarities.</li> <li>• I know key differences between living in the UK and in a country in either North or South America.</li> </ul>	<ul style="list-style-type: none"> <li>• I can confidently explain scale and use maps with a range of scales</li> <li>• I can choose the best way to collect information needed and decide the most appropriate units of measure</li> <li>• I can make careful measurements and use the data</li> <li>• I can use OS maps to answer questions</li> <li>• I can use maps, aerial photos, plans and web resources to describe what a locality might be like.</li> </ul>



# ASSESSMENT

Each geography unit has a key assessment opportunity which links with the progression framework. These assessment opportunities enable us to monitor progress made by individual pupils and review areas where the class or groups excels, or where areas of learning need to be revisited, developed and consolidated in a different context.

## Pre-assessment

We use a range of strategies to elicit pre and misconceptions of a unit which will enable teachers to adapt short term planning to include time to address areas of need. Examples of tasks include discussion, low stakes quizzes (including use of end of unit quiz at the start to demonstrate progress) and knowledge capture activities.

## Ongoing formative assessment and feedback

Formative assessment opportunities are integrated throughout the units. Some are informal and depend on the use of talk, eavesdropping on pupil-pupil discussion, or teacher-pupil conversation, checking that geographical vocabulary has been acquired, is understood, and can be used correctly (associated with visual images where relevant). These opportunities check understanding, identify misconceptions, enable direct feedback and allow for adaptation without unnecessary elaboration or differentiation. Ongoing teacher observation identifies pupil progress and attainment during lessons and enables learners to be challenged through response and feedback. At Heckington St Andrew's we recognise the value of teacher observation and of a dialogic, language rich learning environment.

## Retrieval practice

Evidence (classroom) based research informed strategies are adopted by class teachers to promote metacognition. Pupils are offered carefully planned tasks to promote knowledge retrieval bringing core knowledge and skills into long term and working memory. Children are explicitly taught these skills and they are reinforced in UKS2 where preparation for KS3 study is considered. We recognise the underpinning cognitive processes of these tasks, and the application of literacy skills, in developing good revision strategies and skills for life beyond primary school.

## End of unit assessments

An online end-of-unit quiz will be completed by pupils at the end of each unit. Teachers will also present a knowledge capture activity which, along with the end of unit quiz, will inform teacher assessment of the unit. If these have also been used at the start of the unit then they will also be used to assess progress.