



**Birdsedge**  
First School

# Geography

## Curriculum Map Document

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# 1. Statement of Intent

As outlined by the National Curriculum, a quality geography education should:

*'inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.'*

It is our aim, therefore, at Birdsedge First School to develop young people who are open-minded and appreciate and understand the world in which we live and how it has evolved. At Birdsedge we aim to grow children that develop good geographical skills and acquire knowledge of a range of different cultures and traditions and learn tolerance and understanding of other people and environments.

**Curriculum:** At Birdsedge we offer children a high quality Geography curriculum, giving them a sense of place – both where they live and in the wider world. They learn about what our local area has to offer and compare and contrast that to places in the rest of the UK, Europe and beyond. We aim to inspire curiosity and fascination about the world and its people that will remain with them for the rest of their lives.

**Skills:** Note that on the programmes of study skills have not been divided into themes but into geographical skills outlined in the National Curriculum. This is because many skills be covered and revisited throughout the year, giving children many opportunities to explore and understand these.

**Vocabulary:** The vocabulary the staff will use taken from the National Curriculum and other guidance. Teachers will however strive to extend this by using new challenging Tier 3 vocabulary that will broaden the children's language acquisition when speaking and listening. Key vocabulary should be displayed with the children's Geographical work.

**Thinking Skills:** All pupils will be encouraged to ask questions, think critically and develop their own sense of perspective of the world. By deepening our children's knowledge of geography, we will help them to understand how the world has grown and changed over time, the diversity of people's lives and the possibility for us to live sustainability for the future.

**Diversity:** Our geography curriculum reflects the diversity of our school, ensuring our children learn about a variety of places, people, resources and natural and human environments. They also develop a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

**Fieldwork:** Wherever possible, our geography curriculum is enhanced by trips and visitors, as these bring the curriculum alive to our children and create lifelong memorable experiences. We are also committed to outdoor learning opportunities whenever we can. Therefore, we use Forest Fridays to embed this part of the curriculum Fieldwork is a where we place a lot of emphasis learning outside of the classroom.

## 2. Geography at BFS an Overview

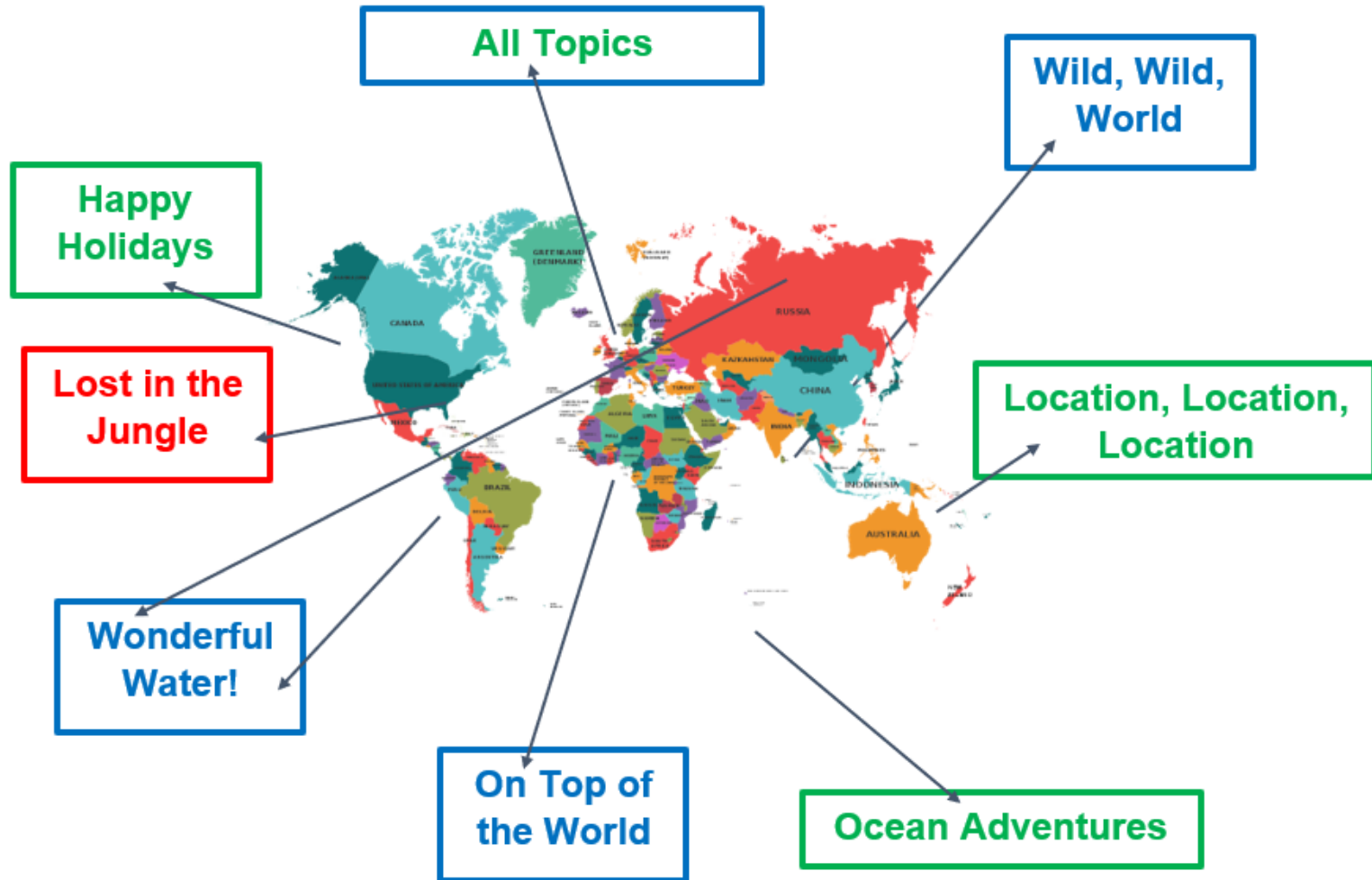
### Our Geography Curriculum: A Journey Around the World at Birdledge First School

Each Year  
Children study a  
focus Country and  
compare this to a  
different area of  
the UK.

Over time children  
build up their  
knowledge of the 7  
main continents.

Every year two  
enrichment weeks  
are dedicated to  
local Geography  
study.

Weekly Outdoor  
Learning sessions  
and our Hurray for  
Huddersfield  
transition topic  
build children's  
map and fieldwork  
skills



### 3. Whole School Long Term Plan

Class 1 Cycle 1	Major Glad, Major Dizzy!	Rapunzel	Hermelin Meercat Mail	Where The Wild Things Are	The Secret of Black Rock	The Last Wolf
	<b>Guess Who?</b> History: Significant people from the past – monarchs, pioneers or activists. Art: Drawing and Painting Portraits DT: Simple mechanisms objects/vehicles		<b>Plots, Plague and Pudding Lane</b> History: Significant Event from the past - Great Fire of London and Samuel Pepes Art: Drawing and Painting - Landscapes DT: Construction - structures		<b>Happy Holidays</b> Geog: Travel agent comparing UK to a country in North America Art: Drawing and Sketching– Observational Drawing DT: Food where it comes from what to eat on holiday	
Class 2 Cycle 1	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
	<b>Wonderful Water!</b> Geog: The Water Cycle, Rivers and Mountains with focus on UK, Russia and South America. Art: Drawing and Sketching – designing products DT: Design a product to reuse plastic. Make a water filter		<b>Raid, Invade, Stayed</b> History: Romans, Vikings and Anglo Saxons Art: Sculpture Clay Pottery DT: Construction with hydraulic mechanism		<b>On Top Of The World</b> Geog: Physical and Human Features – Mountains with a focus on Africa Art: Mosaic to create a mountainous landscape DT: Textiles – clothing for mountaineer	
Class 1 Cycle 2	The River	The Night Gardener	The Bog Baby	Grandad's Island	The King Who Banned The Dark	Rosie Revere
	<b>Ocean Adventure</b> Geog: Hot and Cold areas of the world. Compare the UK with Antarctica. Art: Collage use range of materials to create a scene DT: Mechanisms – moving Diorama		<b>Time Travellers</b> History: Compare 2 significant people – Florence Nightingale and Mary Seacole Art: Sculpture – Victorian Clay Tiles and sculptures DT: Construction including electronic		<b>Location, Location, Location</b> Geography: Urban and Rural in the UK and Australia Art: Printing – Aboriginal Australian Art DT: Textiles – Holiday Item	
Class 2 Cycle 2	The Iron Man	Fox	The Rhythm of the Rain	Jemmy Button	Egyptology	The Lost Book of Adventures
	<b>Ancient Times</b> History: Ancient Greece/Egypt Art: Painting. Ancient Egyptian Art and Hieroglyphics DT: Construction with electronic mechanisms. Recreating a secure Egyptian Tomb		<b>Wild Wild World</b> Geog: Physical Geography – natural disasters volcanoes and earthquakes with a focus on India Art: Use digital media to enhance narrative by editing sound, video and still images DT: Research structure of earthquake proof houses and design a prototype		<b>The Land that Time Forgot</b> History: Comparison of two early societies Mayans in Mexico and Bronze Age in Britain Art: Printing – early society DT: South American Cuisine	

# Interim Cycle 3 – Key Stage 2

Class 2 Cycle 3	Where we Once Stood	Father	Into the Forest	King Kong	The Hound of the Baskervilles	The Promise
(Year 5 R2W)	<p><b><u>Magical Mystery Tour</u></b>  <i>History: Local History Study with a focus on late 1800s and the Caphouse Colliery</i>  <i>Art: Drawing and Painting – Watercolours to create mood and atmosphere</i>  <i>DT: Construction with Electronic Mechanism – create a souvenir</i></p>		<p><b><u>Lost in the Jungle</u></b>  <i>Geog: Study of Rainforests with a locality focus on North and South America.</i>  <i>Art: Printing. Collage – creating a mixed media image of a rainforest</i>  <i>DT: Construction – design and make a rainforest hide</i></p>		<p><b><u>Law and Disorder</u></b>  <i>History: A look at Crime and Punishment beyond 1066 with a focus on Anglo Saxon, Tudor and Victorian Periods</i>  <i>Art: Drawing and Sketching – illustration for crime and punishment book</i>  <i>DT: mechanisms – create a moving part for crime and punishment book</i></p>	

## 4. Learning Sequence Key Stage 1

### Happy Holidays

	Knowledge and Skills	Learning Sequence	Vocabulary
Reception	<p>Learn about their immediate environment building knowledge from observation, discussion, stories, non-fiction texts and maps;</p> <p>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants;</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p>Know about the impact human behaviour can have on the world and the environment they live</p>	<p>Learn about the seaside through pictures, stories, objects and sharing experiences. Compare the different environments in a seaside locality and explore the ways in which they are different to own locality</p> <p>Find out about impact of human behaviour on environments from visits, visitors, stories and experience and consider the effects of our daily life on the environment; look at pictures of oceans and plastic; discuss impact on sea creatures; write about what we can do to help; create artwork together</p> <p>Compare materials; explore different materials and their properties; find out which can bend or snap etc; record using graphs/lpads/diagrams.</p> <p>Floating and sinking/make a boat; explore floating and sinking and record findings; design pirate ship based on findings; make a pirate boat and have a race; home learning boat project.</p> <p>Fact file about under the sea creatures; create under the sea learning environment; observational drawings and labels of under the sea creatures.</p> <p>Compare the seaside to town/city location using home location; go on a local walk around the area taking notes/pictures; compare pictures of both environments; talk about impact of humans on the environment.</p> <p>Comparing shells; what makes them special? What makes me special?</p> <p>Write 'I am special because' lists....</p> <p>Recycling visit from local council/recycling drive in school; encourage parental involvement throughout the term.</p>	<p>Sea</p> <p>Treasure</p> <p>Material</p> <p>Ship</p> <p>Float</p> <p>Sink</p> <p>Material</p> <p>Wool</p> <p>Metal</p> <p>Plastic</p> <p>Paper</p> <p>Save</p> <p>Waste</p> <p>Sand</p> <p>Seaside</p>
<p><b>Children develop their knowledge of the UK and their locality. They compare the UK to a Holiday Destination in North America such as Florida and develop their understanding of similarities and differences in the human and physical features. Through this study children build their knowledge of hot and cold parts of the world and locate these in relation to the equator and North and South Poles.</b></p>			

<p style="text-align: center;"><b>Year 1/2</b></p>	<p>Know names of world's 7 continents and 5 oceans  Name the four countries of the UK and their capital cities  Start to use world maps, atlases and globes  Talk about similarities and difference between an area of the UK and a non-European area  Begin to use basic geographical vocabulary eg coast, seaside, Inland  Find hot and cold areas in the world using atlases  Talk about daily weather and seasonal weather patterns in the UK</p>	<p>Share globes &amp; atlases with children and discuss what these are &amp; what they show (eg what does the blue section represent and the green?)  Share the names of the continents with the children and locate them on an atlas together  Share videos/websites to observe differences in life in different continents  Use a world map and add symbols of sunshine for hot locations and snowflake for cold locations  Use map of UK, string and flags to locate country and their capital cities  Children choose different capitals and, using pictures and photographs, do a short presentation to rest of class on these areas eg Edinburgh is the capital of Scotland. It is a big city and the building are old. There is a castle up on a hill.  Look at British seaside resorts and compare these – focus on physical features (eg sand, rocks, shingle) and human feature (eg shops, tourism etc.)  Compare this to a non-European area  Record and present findings  Compare similarities and differences between going on holiday in UK and a non-European area and record in basic chart</p>	<p>Ocean  Country  Continent  Globe  Atlas  Cold  United Kingdom  Map  Europe  Coast  Hot  Seaside  Beach]inland  Climate  Temperature  warm</p>
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# Ocean Adventure

## Knowledge and Skills

## Learning Sequence

## Vocabulary

**Children learn about animals from around the world and use this to compare own locality with that in a different country. Children make comparisons between contrasting habitats and explore the world around them in a variety of ways.**

<b>Reception</b>	<p>Recognise some similarities and differences between life in this country and life in other countries. Draw information from a simple map. Explore the natural world around them.</p>	<p>Using 'Dear Zoo' compare the differences between animals on a farm and in the zoo; organise using hoops; organise into Venn diagram; organise in different ways; compare size using different measures; create artwork for both. Visit or find out about a farm: record experience using technology and note taking. Reflect on experience and what the animals were like; make 'sense maps' that explore what children saw, heard, felt, smelt and tasted at the farm. Look at farms in different countries and compare the environments for the animals, look at life in this country and life in other countries, explore maps for the countries Use beebots to explore simple maps Habitats: explore where different animals live and compare their environments. Include in this Arctic animals, jungle animals, farm and zoo animals; create representations of each, explore maps</p>	<p>Animals Home Habitat Zoo Country Map Place World Environment Arctic Jungle Farm Explore</p>
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**Children compare the UK to an area in Antarctica. Through this they develop their understanding of similarities and differences in the human and physical features of the two areas. Through this study children build their knowledge of hot and cold parts of the world and locate these in relation to the equator and North and South Poles.**

<b>Year 1/2</b>	<p>Name and locate the world's 7 continents and 5 oceans Name, locate and identify the four countries of the UK, their capital cities and the surrounding seas Use world maps, atlases and globes Use simple compass directions and locational language to describe the location of features and routes on a map Develop geographical vocabulary Locate and name hot and cold areas in the world using atlases and globes in relation to Equator and the North/South Poles Identify similarities/differences in physical/human geography between an area of the UK and non-European area</p>	<p>Recap use and purpose of globe/atlas Locate world's 7 continents and 5 oceans and label world map Use sunshine and snowflake symbols to recap hot/cold areas and discuss appropriate travel necessities for these different areas (eg I will take sun cream to Mexico What would somebody have to pack if going to a cold place and same if going to a hot destination because it is hot.) Set of different animals – those that live in warm water/cool waters and plot these on a map using atlases to support Compare differences between local area &amp; Antarctica</p>	<p>Ocean Country Continent Globe Map Atlas Destination Inland Climate Temperature Warm</p>	<p>United Kingdom Europe Seasons Coast Antarctic Hot cold</p>
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# Location, Location, Location

	Knowledge and Skills	Learning Sequence	Vocabulary	
<b>Children find out about the natural world but exploring their local environment. Children understand changes within the natural world and how this impacts on growth. Children plant own seed and learn about life cycle processes in their local environment. Children learn about an environment different to their own.</b>				
Reception	<p>Children build their knowledge of the natural world around them through exploration and finding out Children will be able to describe what they see, hear and feel whilst outside.</p> <p>·Children will understand the effect of changing seasons on the natural world around them. Children will be able to recognise some environments that are different to the one in which they live and be able to make comparison of key features of each</p>	<p>Plant runner beans and exploring how to take care of them; research using books/Tablets; outdoor garden area planting; looking at different seeds and what is inside them; explore a 'digging area'; make a herb garden.</p> <p>Find out about Minibeasts and how they help plants; Tablets/laptops for research; minibeast hunt outside; butterflies and bees; categorise minibeasts; fact files about minibeasts</p> <p>Life cycle of a plant; dissect a plant together and look at the different parts; talk about what plants need; what happens to the seeds; what happens in the different seasons; create seasonal pictures of plants; observational drawing; create a life cycle.</p> <p>Life cycle of a butterfly</p> <p>Seed to fork; plant and grow your own vegetables which you will use for a healthy meal later in the year.</p> <p>Compare different fruit from around the world, looking closely at the environmental factors that influence the growing of these fruits (bananas, mangos, apples, pears etc)</p>	<p>Seeds Plant Flower Leaf Record Cycle Change Roots Petal Stem Research Seasons Environment</p>	<p>Explore Process Different Same Village Town City</p>
<b>Compare human / physical features of rural and urban settings in the UK and Australia. Children use ariel views and maps and identify the key features. Children develop their understanding to create own simple maps of a route in the school locality. Through the study learn how to identify and sort human and physical features in the rural and urban settings in both countries.</b>				

<p style="text-align: center;"><b>Year 1/2</b></p>	<p>Identify similarities and differences in physical/human geography between an area of the UK and non-European area</p> <p>Develop geographical vocabulary eg rural, urban, town, countryside, vegetation</p> <p>Use aerial photos and plans to identify features human and physical</p> <p>Use world maps, atlases and globes</p> <p>Use simple compass directions and locational language to describe the location of features and routes on a map</p> <p>Devise simple maps and create a key using symbols</p> <p>Name and locate the world's 7 continents and 5 oceans</p> <p>Name, locate and identify the four countries of the UK, their capital cities and the surrounding areas</p>	<p>Recap continents, oceans and four capital cities of the UK</p> <p>Share aerial pictures and images of landscapes and discuss what they can see, eg river, bridge, building</p> <p>Introduce vocabulary of human/physical feature</p> <p>Sort physical/human feature (eg fields, valleys, hills, roads, bridges)</p> <p>Apply understanding of human and physical features to distinguish between rural/urban settings (eg I can see lots of green so I think it must be rural)</p> <p>Study aerial photos for key features. Using geographical language, discuss what this could be (eg motorway.)</p> <p>Using symbols and a key, draw a very simple map of a route, eg from a house to the local shop (through a field, over a bridge, along the river etc.)</p> <p>Compare images from different non-European regions and describe/identify similarities and differences</p>	<p>Human</p> <p>Urban</p> <p>Town</p> <p>City</p> <p>Countryside</p> <p>Coast</p> <p>Physical</p> <p>Population</p> <p>Village</p> <p>Continent</p> <p>Tourism</p> <p>Beach</p> <p>Features</p> <p>Rural</p> <p>Aerial</p> <p>Forest</p> <p>Mountains</p> <p>Hills</p>
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## 5. Learning Sequence Key Stage 2

### Wonderful Water

Children find out about physical processes and features (water cycle rivers and mountains). Through this they focus on the Amazon River and make comparisons of the physical and human features of these areas in the UK, Europe and South America.

Knowledge and Skills	Learning Sequence	Vocabulary
<p>Locate more countries of Europe and N/S America using maps and identify environmental regions, key human/physical features including cities</p> <p>Explore how some aspects of physical and human characteristics have changed over time</p> <p>Describe and understand aspects of physical geography (water cycle, rivers, mountains)</p> <p>Describe and understand aspects of human geography (settlement/land use / economic activity and distribution of natural resources)</p> <p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p>	<p>Recap world's oceans and seas – can children identify and locate these? · Consider where the water comes from. Generate responses.</p> <p>Introduce the water cycle. Give children images and key words with definitions. Can they label the diagram? Why is it called a 'cycle'?</p> <p>Children explain the water cycle using geographical language</p> <p>Link to rivers.</p> <p>Using range of atlases and maps, carry out an in-depth study of key rivers around the world, looking for similarities and differences</p> <p>Focus on Amazon River - South America, Thames - UK and The Volga – Russia.</p> <p>Describe and understand key aspects of the physical and human geography of these regions and their rivers.</p> <p>Understand key geographical vocabulary eg oxbow, meander, tributary</p> <p>Present findings about these rivers and areas in a variety of ways</p> <p>Focus on plastic pollution as an environmental issue that has affected oceans</p> <p>Explore this issue in detail and communicate findings in a range of ways</p>	<p>Water-cycle</p> <p>Erosion</p> <p>Process</p> <p>Resource</p> <p>Impact</p> <p>Evaporation</p> <p>Collection</p> <p>Source</p> <p>Pollution</p> <p>Responsibility</p> <p>Precipitation</p> <p>Condensation</p> <p>Silt</p> <p>Devastating</p> <p>Reduce</p>

# On Top of the World

Children focus on key human and physical features of mountain ranges in the world, including the Hamadas and learn about the continent of Africa.

Knowledge and Skills	Learning Sequence	Vocabulary
<p>Explain geographical similarities and differences (Regions of the UK/European country) and communicate geographically</p> <p>Locate more countries of Europe and N/S America using maps and identify environmental regions, key human/physical features including cities</p> <p>Explore how some aspects of physical and human characteristics have changed over time</p> <p>Describe and understand aspects of physical geography</p> <p>Securely use world maps, atlases and globes and use digital mapping</p> <p>Begin to observe, record and present human/physical features of local area using maps, sketches, plans, graphs, digital technology</p>	<p>Ensure children know names of continents/oceans and can locate Equator</p> <p>Use maps and atlases to locate mountain ranges of the world</p> <p>In-depth study of mountains – where they are, how they affect human activity and how they have changed over time</p> <p>Compare mountainous regions in various parts of the world, looking for similarities and differences eg Andes v Rockies; Pyrenees v Himalayas</p> <p>Describe the physical features of these locations using geographical language eg looking at biomes, fauna, flora, topography</p> <p>Make links between mountainous ranges and human activity, eg tourism</p> <p>Communicate findings geographically using writing, diagrams, photographs, charts and maps</p>	<p>Topography</p> <p>Fieldwork</p> <p>Summit</p> <p>Mountain range</p> <p>Everest</p> <p>Mountainous</p> <p>Rockies</p> <p>Himalayas</p> <p>Elevation</p> <p>Kilimanjaro</p> <p>Andes</p> <p>Pyrenees</p> <p>Incline</p> <p>Altitude</p> <p>Plateau</p>

# Wild, Wild World

**Children learn about the interaction between physical and human features as they study natural disasters. They focus on India and why this is an area of high natural disasters, learning about the continent of Asia. They learn about the features of these areas and the impact it had on lives. Children learn the location of the key volcanoes around the world and locate these on a map.**

Knowledge and Skills	Learning Sequence	Vocabulary
<p>Locate majority of world's countries and cities using maps and identify environmental regions, key physical/human features</p> <p>Identify position of latitude/longitude and N/S hemispheres</p> <p>Identify positions of tropics of Cancer/Capricorn, Arctic and Antarctic</p> <p>Identify position of Prime/Greenwich Meridian time zones</p> <p>Securely use world maps, atlases and globes and digital mapping to build knowledge of the wider world</p> <p>Observe, record and present human/physical features of local area, using maps, sketches, plans, graphs and digital technology</p> <p>Examine geographical similarities and differences (regions of UK, European country and N/S America) and communicate geographically</p> <p>Explain key aspects of physical geography (climate zones, vegetation belts, mountains, earthquakes, volcanoes, biomes)</p> <p>Explain key aspects of human geography (settlement and land use)</p> <p>Understand the interaction between physical and human processes and features</p>	<p>Discuss what is meant by natural disaster, wild weather etc. How many of the key terms have children encountered eg cyclone?</p> <p>Draw on children's experiences and ensure they understand the terminology</p> <p>Using atlases/maps, children identify which regions of the world are prone to volcanos, earthquakes etc. and add symbols/key Using map to show Earth's tectonic plates, children explain why some areas are more vulnerable than others</p> <p>'Zoom in' on the physical processes of earthquakes, volcanoes and tsunamis and carry out an in-depth study, examining the relationship between them.</p> <p>Compare two different areas of the world where natural disasters are prevalent and explore similarities and differences Research and explain where and why they occur and their impact on human processes etc.</p>	<p>Environmental</p> <p>Volcanoes</p> <p>Topographical</p> <p>Longitude</p> <p>Latitude</p> <p>Human/physical</p> <p>Regions</p> <p>Earthquakes</p> <p>Observations</p> <p>Vegetation</p> <p>Observations</p> <p>Hemisphere</p> <p>Natural</p> <p>Features</p> <p>Tropics</p> <p>Communicate</p> <p>Climatic</p> <p>Tectonic</p> <p>Disaster</p>

# Lost in the Jungle

Children explore biome/climate of tropical rainforests and where these are located in the world. Children build up their understanding of what life is like in the jungle and explore wider issues around deforestation and the impact of the environment.

Knowledge and Skills	Learning Sequence	Vocabulary
<p>Begin to explain geographical similarities and differences (N/S America)</p> <p>Name and locate the world's seven continents and five oceans (KS1)</p> <p>Locate some of the countries of Europe and N/S America using maps and identify some environmental regions, key physical/human features, cities</p> <p>Begin to describe some key aspects of physical geography (climate zones, biomes &amp; volcanoes)</p> <p>Locate the key rainforests around the world and build a more detailed knowledge base of a specific rainforest</p> <p>Confidently use world maps, atlases and globes and begin to use digital mapping</p>	<p>Using clues eg different countries' flags, aerial shots, facts, pictures, digital mapping, children locate rainforests of the world</p> <p>Based on topography and map symbols, locate on a map and atlas where rainforests are</p> <p>Zoom in on biome of tropical rainforest, exploring physical features such as rainforest layers, flora and fauna, climate etc.</p> <p>In-depth study of tropical rainforests, recording findings and communicating geographically</p> <p>Find out about what life is like in the rainforest including the animals and plants found there</p> <p>Revisit map/atlas work, locate other tropical rainforest biomes in across the world</p> <p>Investigate geographical similarities and differences</p> <p>Record findings in a range of ways including diagrams, text, charts and graphs</p> <p>Discuss the wider issue of deforestation and the impact on the environment</p>	<p>Topography</p> <p>Hemisphere</p> <p>Longitude</p> <p>Latitude</p> <p>Equator</p> <p>Biome</p> <p>Tropical</p> <p>Rainforest</p> <p>Rainfall</p> <p>Climate</p> <p>Humidity</p> <p>Canopy</p> <p>Emergent layer</p> <p>Coral reef</p> <p>Mountains</p> <p>Continent</p> <p>Northern</p> <p>Southern</p>

## 6. Progression of Skills

### Reception

- Talk about members of their immediate family and community
  - Name and describe people who are familiar to them.
  - Draw information from a simple map
  - Understand that some places are special to members of their community
  - Recognise that people have different beliefs and celebrate special times in different ways
  - Recognise some similarities and differences between life in this country and life in other countries
  - Explore the natural world around them
  - Describe what they see, hear and feel whilst outside
  - Recognise some environments that are different to the one in which they live
  - Understand the effect of changing seasons on the natural world around them
- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps*
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class*
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps*

# Knowledge, Skills and Understanding breakdown for Geography

## Year 1

Geographical enquiry	Physical geography	Human geography	Geographical knowledge
<ul style="list-style-type: none"> <li>• Can they say what they like about their locality?</li> <li>• Can they sort things they like and don't like?</li> <li>• Can they answer some questions using different resources, such as books, the internet and atlases?</li> <li>• Can they think of a few good questions to ask about a locality?</li> <li>• Can they answer questions about the weather?</li> <li>• Can they keep a weather chart?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they tell someone their address?</li> <li>• Can they explain the main features of a hot and cold place?</li> <li>• Can they describe a locality using words and pictures?</li> <li>• Can they explain how the weather changes with each season?</li> <li>• Can they name key features associated with a town or village, e.g. church, farm, shop, house?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to explain why they would wear different clothes at different times of the year?</li> <li>• Can they say something about the people who live in hot and cold places?</li> <li>• Can they explain what they might wear if they lived in a very hot or a very cold place?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they identify the four countries making up the United Kingdom?</li> <li>• Can they name some of the main towns and cities in the United Kingdom?</li> <li>• Can they point out where the equator, north pole and south pole are on a globe or atlas?</li> </ul>

## Year 1 (Challenging)

<ul style="list-style-type: none"> <li>• Can they answer questions using a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like later in the day or tomorrow?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name key features associated with a town or village, e.g. factory, detached house, semi-detached house, terrace house?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name different jobs that people living in their area might do?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name a few towns in the south and north of the UK?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Geography

## Year 2

Geographical enquiry	Physical geography	Human geography	Geographical knowledge
<ul style="list-style-type: none"> <li>• Can they label a diagram or photograph using some geographical words?</li> <li>• Can they find out about a locality by using different sources of evidence?</li> <li>• Can they find out about a locality by asking some good questions to someone else?</li> <li>• Can they say what they like and don't like about their locality and another locality like the seaside?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe some physical features of their own locality?</li> <li>• Can they explain what makes a locality special?</li> <li>• Can they describe some places which are not near the school?</li> <li>• Can they describe a place outside Europe using geographical words?</li> <li>• Can they describe some of the features associated with an island?</li> <li>• Can they describe the key features of a place, using words like, beach, coast forest, hill, mountain, ocean, valley?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe human features of own locality, such as the jobs people do?</li> <li>• Can they explain how the jobs people do may be different in different parts of the world?</li> <li>• Do they think that people ever spoil the area? How?</li> <li>• Do they think that people try to make the area better? How?</li> <li>• Can they explain what facilities a town or village might need?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the continents of the world and find them in an atlas?</li> <li>• Can they name the world's oceans and find them in an atlas?</li> <li>• Can they name the main cities of England, Wales, Scotland and Ireland?</li> <li>• Can you find where they live on a map of the UK?</li> </ul>

## Year 2 (Challenging)

<ul style="list-style-type: none"> <li>• Can they make inferences by looking at a weather chart?</li> <li>• Can they make plausible predictions about what the weather may be like in different parts of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they find the longest and shortest route using a map?</li> <li>• Can they use a map, photographs, film or plan to describe a contrasting locality outside Europe?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how the weather affects different people?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they locate some of the world's major rivers and mountain ranges?</li> <li>• Can they point out the North, South, East and West associated with maps and compass?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Geography

## Year 3

Geographical enquiry	Physical geography	Human geography	Geographical knowledge
<ul style="list-style-type: none"> <li>• Do they use correct geographical words to describe a place and the things that happen there?</li> <li>• Can they identify key features of a locality by using a map?</li> <li>• Can they begin to use a 4 figure grid reference?</li> <li>• Can they accurately plot NSEW on a map?</li> <li>• Can they use some basic OS map symbols?</li> <li>• Can they make accurate measurements of distances within 100Km?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they use maps and atlases appropriately by using contents and indexes?</li> <li>• Can they describe how volcanoes are created?</li> <li>• Can they describe how earthquakes are created?</li> <li>• Can they confidently describe physical features in a locality?</li> <li>• Can they locate the Mediterranean and explain why it is a popular holiday destination?</li> <li>• Can they recognise the 8 points of the compass (N,NW, W, S, SW, SE, E, NE)?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe how volcanoes have an impact on people's life?</li> <li>• Can they confidently describe human features in a locality?</li> <li>• Can they explain why a locality has certain human features?</li> <li>• Can they explain why a place is like it is?</li> <li>• Can they explain how the lives of people living in the Mediterranean would be different from their own?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name a number of countries in the Northern Hemisphere?</li> <li>• Can they locate and name some of the world's most famous volcanoes?</li> <li>• Can they name and locate some well-known European countries?</li> <li>• Can they name and locate the capital cities of neighbouring European countries?</li> <li>• Are they aware of different weather in different parts of the world, especially Europe?</li> </ul>

## Year 3 (Challenging)

<ul style="list-style-type: none"> <li>• Can they work out how long it would take to get to a given destination taking account of the mode of transport?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why a locality has certain physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how people's lives vary due to weather?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the two largest seas around Europe?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Geography

## Year 4

Geographical enquiry	Physical geography	Human geography	Geographical knowledge
<ul style="list-style-type: none"> <li>• Can they carry out a survey to discover features of cities and villages?</li> <li>• Can they find the same place on a globe and in an atlas?</li> <li>• Can they label the same features on an aerial photograph as on a map?</li> <li>• Can they plan a journey to a place in England?</li> <li>• Can they accurately measure and collect information, e.g. rainfall, temperature, wind speed, noise levels etc.?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they describe the main features of a well-known city?</li> <li>• Can they describe the main features of a village?</li> <li>• Can they describe the main physical differences between cities and villages?</li> <li>• Can they use appropriate symbols to represent different physical features on a map?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live in cities?</li> <li>• Can they explain why people may choose to live in a village rather than a city?</li> <li>• Can they explain how a locality has changed over time with reference to human features?</li> <li>• Can they find different views about an environmental issue? What is their view?</li> <li>• Can they suggest different ways that a locality could be changed and improved?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they locate the Tropic of Cancer and the Tropic of Capricorn?</li> <li>• Do they know the difference between the British Isles, Great Britain and UK?</li> <li>• Do they know the countries that make up the European Union?</li> <li>• Can they name up to six cities in the UK and locate them on a map?</li> <li>• Can they locate and name some of main islands that surround the UK?</li> <li>• Can they name the areas of origin of the main ethnic groups in the UK &amp; in their school?</li> </ul>

## Year 4 (Challenging)

<ul style="list-style-type: none"> <li>• Can they give accurate measurements between 2 given places within the UK?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how a locality has changed over time with reference to physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how people are trying to manage their environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name the counties that make up the home counties of England?</li> <li>• Can they name some of the main towns and cities in Yorkshire and Lancashire?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Geography

## Year 5

Geographical enquiry	Physical geography	Human geography	Geographical knowledge
<ul style="list-style-type: none"> <li>• Can they collect information about a place and use it in a report?</li> <li>• Can they map land use?</li> <li>• Can they find possible answers to their own geographical questions?</li> <li>• Can they make detailed sketches and plans; improving their accuracy later?</li> <li>• Can they plan a journey to a place in another part of the world, taking account of distance and time?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why many cities of the world are situated by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to physical features?</li> <li>• Can they explain how the water cycle works?</li> <li>• Can they explain why water is such a valuable commodity?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain why people are attracted to live by rivers?</li> <li>• Can they explain how a location fits into its wider geographical location; with reference to human and economical features?</li> <li>• Can they explain what a place might be like in the future, taking account of issues impacting on human features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate many of the world's major rivers on maps?</li> <li>• Can they name and locate many of the world's most famous mountain regions on maps?</li> <li>• Can they locate the USA and Canada on a world map and atlas?</li> <li>• Can they locate and name the main countries in South America on a world map and atlas?</li> </ul>

## Year 5 (Challenging)

<ul style="list-style-type: none"> <li>• Can they work out an accurate itinerary detailing a journey to another part of the world?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain what a place (open to environmental and physical change) might be like in the future taking account of physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they report on ways in which humans have both improved and damaged the environment?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they begin to recognise the climate of a given country according to its location on the map?</li> </ul>
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# Knowledge, Skills and Understanding breakdown for Geography

## Year 6

Geographical enquiry	Physical geography	Human geography	Geographical knowledge
<ul style="list-style-type: none"> <li>• Can they confidently explain scale and use maps with a range of scales?</li> <li>• Can they choose the best way to collect information needed and decide the most appropriate units of measure?</li> <li>• Can they make careful measurements and use the data?</li> <li>• Can they use OS maps to answer questions?</li> <li>• Can they use maps, aerial photos, plans and web resources to describe what a locality might be like?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give extended description of the physical features of different places around the world?</li> <li>• Can they describe how some places are similar and others are different in relation to their human features?</li> <li>• Can they accurately use a 4 figure grid reference?</li> <li>• Can they create sketch maps when carrying out a field study?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they give an extended description of the human features of different places around the world?</li> <li>• Can they map land use with their own criteria?</li> <li>• Can they describe how some places are similar and others are different in relation to their physical features?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they recognise key symbols used on ordnance survey maps?</li> <li>• Can they name the largest desert in the world?</li> <li>• Can they identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic circles?</li> <li>• Can they explain how time zones work?</li> </ul>

## Year 6 (Challenging)

<ul style="list-style-type: none"> <li>• Can they define geographical questions to guide their research?</li> <li>• Can they use a range of self selected resources to answer questions?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they plan a journey to another part of the world which takes account of time zones?</li> <li>• Do they understand the term sustainable development? Can they use it in different contexts?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they explain how human activity has caused an environment to change?</li> <li>• Can they analyse population data on two settlements and report on findings and questions raised?</li> </ul>	<ul style="list-style-type: none"> <li>• Can they name and locate the main canals that link different continents?</li> <li>• Can they name the main lines of latitude and meridian of longitude?</li> </ul>
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