



Curriculum Aims

- To develop contextual knowledge of the location of globally significant terrestrial and marine places, including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.
- To understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.
- To be competent in the geographical skills needed to:
 - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - communicate geographical information in various ways, including through maps, numerical and quantitative skills and writing at length

Skills Progression

EYFS

Understanding the World: The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.



		Year 1	Year 2	Year 3	Year 4/5	Year 5/ 6
Place	Place	I can understand that places can have meaning to people.	I can understand that places can have meaning to people.	I can understand that places can have meaning to people. I can understand that people can choose to use land differently, and I can give some examples. I can understand that people can choose to use land in different ways depending on the physical geography of the landscape, and I can give some examples.	I can understand that places can have meaning to people and make some suggestions or examples. I can understand that people can choose to use land in different ways, depending on the land's physical geography. I can understand the similarities and differences between my region and South Aegean and give some examples. I can understand that physical features are significant within the local area in which they are located. I can locate the world's countries, using maps to focus on Europe and North and South America.	I can understand that people in a particular region can have a strong identity linked to the landscape and heritage of their region. I can understand that physical features are significant within the local area in which they are located. I can locate the world's countries, using maps to focus on Europe and North and South America.
Locational Knowledge	Scale	I can understand how my local area fits within the United Kingdom. I can understand how my classroom fits within the school. I can understand how my school fits on the street. I can understand how my local park fits within my local area.	I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city. I understand that Mexico is a North American country.	I understand that England, Scotland, Wales and Northern Ireland are countries in the UK. I can understand how my region is an area within England. I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets. I understand that hamlets, villages, towns and cities are settlements of different sizes.	I can understand how my region is an area within England with different-sized settlements. I can understand that South Aegean is a region within Greece, with settlements of different sizes. I can understand that England and Greece are countries within the continent of Europe.	I can understand how my region is an area within England with and there are countries, towns and cities within my region. I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.



	Space	I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas. I can identify some key human and physical features of my local area	I can understand that the world has seven continents. I can understand that the UK is split into countries and surrounding seas.	I can understand that the UK is split into countries and regions I can understand that the regions are split into counties. I can understand that counties contain settlements. I understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial.	I can identify the continents of the world. I can use maps to identify some of the countries of Europe and their capital cities. I can identify some key physical features and settlements in South Aegean. I can identify the location of my region in England and the key human and physical features. I can identify the position and significance of latitude, longitude, the northern and southern hemispheres, the tropics of Cancer and Capricorn, the Arctic and Antarctic circles and the Prime/Greenwich Meridian. I can identify the names and locations of the five longest rivers in England. I can identify the location of a river in my region. I can identify the location of the River Trent. I can name and locate cities of the UK and their identifying human and physical characteristics.	I can identify the location of my region within England. I can use clues to identify my region's key human and physical geographical features and landmarks. I can identify the names and locations of the five longest rivers in England. I can identify the location of a river in my region. I can identify the location of the River Trent. I can name and locate cities of the UK and their identifying human and physical characteristics.
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Human and Physical Geography	Physical & Human Processes				
	I can identify seasonal and daily weather patterns in the UK. I can identify how the weather varies around the world. I can identify human and physical features. I can understand human processes in my local area, including settlements and varied land use. I can identify human and physical geographical features in my local area.	I can understand that the poles and equator impact the climate of the Earth. I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary. I can understand the differences between weather and climate. I can understand that the poles and equator impact the climate on the earth. I can identify hot and cold areas of the world in relation to the poles and the equator. I can identify seasonal and daily weather patterns in the UK. I can use basic geographical vocabulary to refer to key human and physical features.	I can understand that land has height. I can identify mountains, hills and rivers on maps. I understand human processes in the UK, including settlements and land use. I understand that land patterns change over time. I can identify some key human and physical features of the UK and my region. I can use compass points, four-figure grid references, symbols and keys. I can devise a sketch map of my local area. I can identify physical features on a map. I can locate settlements on a map. I can use maps and atlases to discover the United Kingdom. I can identify human and physical geographical features in my local area. I can understand how bees are involved in physical processes.	I can understand that physical processes are the natural forces that change Earth's physical features. I understand how tectonic movement has shaped the Earth's surface. I understand earthquakes and volcanoes happen and can identify some key events in South Aegean, Greece. I understand human processes in my region and South Aegean, including settlements and economic activity. I can identify key features of the River Trent basin, including the source and the mouth. I can understand what rivers are and how they are formed. I can name and explain the different features of rivers. I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time.	I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. I can explain how economic activity in the United Kingdom has changed over time. I can identify key features of the River Trent basin, including the source and the mouth. I can understand what rivers are and how they are formed. I can name and explain the different features of rivers. I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics and land-use patterns; and understand how some of these aspects have changed over time.
	Cultural Awareness	I can understand the similarities and differences between my country and other countries.	I can understand that England is made up of different regions and counties. People living in these regions and counties may have different senses of identity based on where they live.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	
	Interdependence		I understand that UK settlements rely on different areas of land use to thrive.		I can understand that events in other places can impact the UK I can understand human processes in the United Kingdom and other countries depend on each other via the trade of resources and products.



	Environmental Impact			I can understand how land use impacts the survival of bees. I can understand how personal choices on how to use land impact the environment		I can outline the environmental impact caused by different economic activities in the UK.
	Sustainable Development			I can suggest how to make the school locality more environmentally friendly.		I can use facts and evidence to judge the sustainability of economic activity in the UK.
Geographical skills and Fieldwork		I can use simple fieldwork and observational skills to answer geographical questions. I can use directional language to describe a route. I can name and use cardinal directions I can devise a simple, messy map. I can collect and record simple data I can present simple data in a chart.	I can use atlases and globes to discover the continents and oceans of the world. I can use compass directions and locational and directional language to describe the location of features on a map. I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps. I can use a key. I can use simple fieldwork and observational skills to study the school's geography. I can carry out a geographical enquiry using simple fieldwork and observational skills. I can collect weather data using the equipment. I can record weather data. I can present my data. I can analyse data.	I can plan a geographical enquiry using fieldwork and observational skills. I can use a digital mapping to collect data. I can record data using tables and questionnaires. I can present data using bars and charts. I can analyse data and explain what I have learnt. I can devise a simple map using information learnt from a geographical enquiry.	I can use atlases, maps and globes to locate places and describe features studied. I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present data using bars and charts. I can analyse data and explain what I have learnt. I can use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. I can use the eight points of a compass to build knowledge of the United Kingdom and the wider world. I can use four and 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.	I can plan a geographical enquiry using fieldwork and observational skills. I can record data in a variety of ways. I can present data using bars and charts. I can analyse data and explain what I have learnt. I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. I can use symbols and a key (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the wider world. I can use the eight points of a compass to build knowledge of the United Kingdom and the wider world. I can use four and 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.