

Geography Progression Map



**“Our planet, the Earth, is, as far as we know, unique in the universe.
It contains life.” Sir David Attenborough**

Our Curriculum Intent:

Our curriculum is designed to take into account individual starting points to ensure an equality of opportunity to a broad, balanced and **knowledge-rich** curriculum, with a particular **emphasis on VOCABULARY**. The content of our **ambitious** curriculum is carefully **sequenced** to encourage progression of **skills, connections** and **transference to long-term memory**, and is chosen for its **usefulness** and **relevance** to our pupils. Pupils are immersed in **rich, relevant and contextualised** first-hand experiences, which enthuse, excite and challenge them. Pupils are encouraged to investigate, explore and take risks. As a result, pupils make excellent progress in their development and application of knowledge, understanding and skills (across different contexts).

At Ladybridge, we encourage our pupils to, 'Think like Geographers.'

Intent:

At Ladybridge, we provide a carefully sequenced and ambitious geography curriculum that progressively builds pupils' substantive knowledge and disciplinary skills over time. Our geography topics have been thoughtfully chosen to develop children's understanding of their local area and to broaden their awareness of how it compares to other places around the world. Pupils develop knowledge of the location of globally significant places, including their defining physical and human characteristics. They gain a deep understanding of the natural and human processes that shape these features. Through rich, contextualised and first-hand experiences, such as fieldwork and local studies, children are immersed in geography that is relevant, meaningful, and engaging. Our curriculum supports pupils in developing and applying essential geographical skills, including the ability to collect, analyse, and communicate data gathered through fieldwork; interpret a wide range of geographical sources such as maps, diagrams, globes, and aerial photographs; and communicate geographical information in a variety of ways. Through this curriculum, Ladybridge pupils develop a strong geographical understanding and skillset that equips them for future learning and helps them appreciate their place in the world.

Implementation:

At Ladybridge, Geography is taught weekly during alternate half terms, rotating with History. This structure allows pupils to immerse themselves fully in each subject, reducing cognitive overload and supporting deeper sustained understanding. A detailed progression grid has been carefully developed. Teachers use this grid to design sequenced medium-term plans and individualised lessons. The sequence of learning is mapped to ensure content builds progressively, allowing pupils to deepen their knowledge and skills year on year. Each unit begins with a key geographical enquiry question, and each lesson within the unit is framed by a sub-enquiry question. These smaller questions help pupils explore ideas step by step, building towards a clear and well-reasoned answer to the main enquiry question by the end of the unit. To support geographical thinking and consistency, we have introduced a set of geographical 'lenses' used across all year groups. These lenses focus on essential geographical concepts such as place knowledge, locational knowledge, human and physical features, and fieldwork skills. Their consistent application helps pupils make meaningful connections across topics and over time. To further support high-quality lesson structure and consistency, teachers make use of resources and planning materials from the Grammarsaurus Geography scheme. This scheme provides clear lesson models, age-appropriate activities, and structured enquiry-based sequences. Teachers adapt Grammarsaurus materials to suit the needs of their classes, ensuring lessons are carefully scaffolded, vocabulary-rich, and aligned with our geographical lenses. This supports coherence across the school and ensures pupils encounter well-sequenced, engaging, and rigorous learning experience. Learning is carefully scaffolded year on year, with each year group reinforcing and expanding on prior knowledge and skills to promote depth of understanding. Every classroom features a consistent Geography working wall, which is updated weekly to reflect current learning. These working walls display key vocabulary, enquiry questions, lenses, key UK and world maps. Lenses. Vocabulary is progressively mapped across the school and is visible both in books and on walls to reinforce understanding and language development. At Ladybridge, we believe it is vital for pupils to develop the full range of geographical skills through immersive learning experiences. We make excellent use of our local area, providing opportunities for learning outside the classroom and embedding fieldwork across every year group. These first-hand experiences enhance pupils' understanding of the wider world and enable them to apply their geographical skills in real-world contexts. We will encourage all pupils to be curious, excited and ask questions about the world they live in.

Impact:

At Ladybridge, the impact of our Geography curriculum is seen in pupils who think and work like geographers. They are curious, reflective, and increasingly aware of the world around them: locally, nationally, and globally. By the time they leave us, children have a secure understanding of geographical concepts, strong locational knowledge, and the ability to interpret and communicate geographical information confidently and accurately. They are equipped with a rich and progressive geographical vocabulary that enables them to articulate their understanding clearly. Children present their geographical learning to a high standard in a range of purposeful ways, and regular discussions and book looks demonstrate their growing confidence in using geographical enquiry skills and applying key concepts. Consistent teaching and collaborative staff moderation ensure that geography is delivered effectively across all year groups, with clear progression and high expectations. Carefully planned fieldwork, use of the local area, and enriching experiences such as trips and visitors help to bring geography to life and make learning memorable. Above all, we want every child to thoroughly enjoy learning about the world, to be inspired to ask questions, explore new environments, and feel empowered to care for the places and people around them, now and in the future.

Long Term Plan

	Autumn (6)	Spring (3)	Summer (3)
	Year 1	Year 2	Year 2
	<p>The World and my School <u>Where in the world do I live?</u></p> <p><i>Where is my school?</i> What is my classroom like? Where is my school on my street? <i>Where is my town?</i> Where is my town in the country? What are the seasons like in the UK? <i>Where is my country?</i> Where is my country in the world? How is the weather different around the world?</p>	<p>Our School Grounds (Field Work) <u>Do our school grounds support plant life?</u></p> <p>Which features in our school support plant life? Where on our school grounds could we encourage plant life? How can we share the locations in our school where we can encourage plant life?</p>	<p>Our Local Park/Beach (field trip to park) <u>Where is my local park/beach and why would I want to go there?</u></p> <p>What is at our local park/beach, and how do we get there? How can we collect details about the key features of our local park/beach? How can we represent data about our local park/beach facilities?</p>
	<p>Autumn (6)</p> <p>The World, The UK and Me <u>Where does my local area fit into this world?</u></p> <p>Can I use atlases and globes to discover the continents and oceans of the world? How do the equator and the poles affect the climate worldwide? What are the countries capital cities and surrounding seas of the UK? What are the key human and physical features of my local area? Can I create a map of my school using key map features? Can I create a map of my local area using area photographs?</p>	<p>Spring (4)</p> <p>Compare Bolton, UK to Tulum, Mexico <u>Would I prefer to live in Bolton or Tulum?</u></p> <p>Where is Mexico? How do the physical features of Tulum compare to my local area? How do the human features of Tulum compare to my local area? What are the similarities and differences between my local area and Tulum, Mexico</p>	<p>Summer (6)</p> <p>Weather and Climate <u>How can I prepare for the weather in Bolton?</u></p> <p>What is the difference between weather and climate? What is the weather like in my school grounds? How can we collect weather data? How can we collect and record weather data? How can we present weather data? How can we analyse weather data and evaluate our fieldwork?</p>

Year 3	<p>Autumn (10)</p> <p>The United Kingdom</p> <p><u>What are the key geographical features of the UK, and my region?</u></p> <p>What are the countries and regions of the UK? What are the settlements of the UK and counties of the England? What are the human features of the UK? What are the physical features of the UK? How can I use compasses, keys and symbols to read a map? How can I use four figure grid references to read a map? What are the topographical features found in the UK? How have land use patterns changed over time? What are the key human and physical features of the North West region? Can I create a sketch map of my local area?</p>	<p>Spring (5)</p> <p>Coasts and Climate</p> <p><u>What are coasts and how does erosion affect them?</u></p> <p>What are coasts? How are coasts changing? What can be done to protect coasts? How does coastal erosion affect people?</p> <p>Climate and Weather</p> <p>What is the difference between weather and climate? (one lesson under weather and climate)</p>	<p>Summer (4)</p> <p>My Local Area</p> <p><u>Why do people settle in the North West?</u></p> <p>What are the types of land use in the North West region? What are the important features of a settlement and why do settlers choose specific places? How can I record the facilities that are available in my local area? How can I present and analyse information about local facilities?</p>
Year 4	<p>Autumn (6)</p> <p>My Locality (L1-L3)</p> <p>My Region and Campania, Italy (L1 – L3)</p> <p><u>How can human and physical features change a region?</u></p> <p>Where is Manchester? How is the land used in Manchester? What are the graphical features of Manchester? How is the world represented on maps and globes? What are the key geographical features of the North West region? What are the human and physical features of Europe, including countries and capital cities?</p>	<p>Spring (8)</p> <p>My Region and Campania, Italy (L4- L11)</p> <p><u>What are the similarities and differences between my region and Campania, Italy?</u></p> <p>What are the key geographical features of Italy? What is plate tectonics? What are earthquakes, and how do they occur? What are volcanoes and how do they occur? What are the key physical features of Campania, Italy and how do they compare to my region? What are the key settlements in Campania and how do they compare to my region? How is the land used in Campania, Italy, what are the economic activities and how do they compare to my region? What are the similarities and differences between my region and Campania, Italy?</p>	<p>Summer (5)</p> <p>Conservation of Bees (field work)</p> <p><u>How can we make our school environment more bee friendly?</u></p> <p>What can we learn about bees? What are the key issues affecting bees? How can our school environment help bees? How can we plan and carry out effective ways to help conserve bees? How can I record and evaluate the effectiveness of bee conservation in my school?</p>

Year 5	<p>Autumn (5)</p> <p>Biomes and Ecosystems</p> <p><u>What trees, plants and animals are in the six main biomes of the world?</u></p> <p>What biomes and ecosystems are found in the UK? What can I learn about ecosystems by studying The New Forest? How can I study a local ecosystem? (6 figured grid references) What are the six main biomes of the world? What animals and plants can be found in the six main biomes?</p>	<p>Spring (6)</p> <p>My region and the North Region of Brazil</p> <p><u>What are the similarities and differences between my region and Brazil?</u></p> <p>What are the key features of the UK and my region? What is the geography of the South American continent? Where are the geographical features of Brazil? (regions, states, cities, landmarks, biomes) What is the main economic activity of the North region of Brazil? What is the water cycle? What are the key settlements of the north region of Brazil? What are the similarities and differences between my region and the north region of Brazil?</p>	<p>Summer (6)</p> <p>Rivers (field work)</p> <p><u>What are the features of my local river?</u></p> <p>What are rivers and how are they formed? What are rivers? Including comparison case study in the North Region of Brazil and the local region. What are mountains? (including comparison case study in the north region of Brazil and the local region) What can I learn about the river Trent? How can I collect data from the River Croal? How can I analyse and present data collected from field work?</p>
Year 6	<p>Autumn (9)</p> <p>Economic Activity of the UK</p> <p><u>What is the economic activity of the UK, and how sustainable is it?</u></p> <p>What are the key geographical features of the UK? What are the main sectors of the UK economy? How sustainable is agriculture in the UK? How sustainable is energy generation in the UK? How sustainable is water production in the UK? How sustainable is the use of rare earth elements in the UK? How does automation affect economic activity in the UK? How sustainable is waste management in the UK? How sustainable is the economic activity in the UK?</p>	<p>Spring (4)</p> <p>Sustainability – Plastic Waste (fieldwork)</p> <p><u>How can our school reduce its plastic waste?</u></p> <p>What is plastic waste? What can our school do to reduce plastic waste? How can we plan and carry out effective ways to reduce plastic waste in school? How can we record and evaluate effective ways to reduce plastic waste in school?</p>	<p>Summer</p>

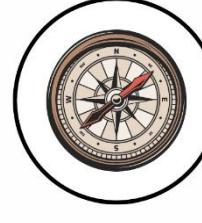
Reception	Autumn	Spring	Summer
Year 1	Autumn (6) The World and my School Where in the world do I live?	Spring (3) Our School Grounds Do our school grounds support plant life?	Summer (3) Our Local Park Where is my local park and why would I want to go there?
Year 2	Autumn (6) The World, The UK and Me Where does my local area fit into this world?	Spring (4) Compare Bolton, UK to Tulum, Mexico Would I prefer to live in Bolton or Tulum?	Summer (6) Weather and Climate How can I prepare for the weather in Bolton?
Year 3	Autumn (10) The United Kingdom What are the key geographical features of the UK, and my region?	Spring (5) Coasts and Climate Zones What are coasts and how does erosion affect them?	Summer (4) My Local Area Why do people settle in the North West?
Year 4	Autumn (6) My Locality – Manchester (L1-3) My Region and Campania, Italy (L1 – L3) How can human and physical features change a region?	Spring (8) My Region and Campania, Italy (L4- L11) What are the similarities and differences between my region and Campania, Italy?	Summer (5) Conservation of Bees How can we make our school environment more bee friendly?
Year 5	Autumn (5) Biomes and Ecosystems What trees, plants and animals are in the six main biomes of the world?	Spring (6) My region and the North Region of Brazil What are the similarities and differences between my region and Brazil?	Summer (6) Rivers What are the features of my local river?
Year 6	Autumn (9) Economic Activity of the UK What is the economic activity of the UK, and how sustainable is it?	Spring (4) Sustainability – Plastic Waste How can our school reduce its plastic waste?	Summer

Knowledge:

<u>Substantive knowledge</u>	<u>Disciplinary knowledge</u>
<u>Declarative Knowledge</u> (Knowing 'WHAT' – i.e the facts of geography)	<u>Disciplinary Knowledge</u> (How we know and revise what we know)
<u>Locational Knowledge</u> (E.g. name and locate places)	The Approach to Geographical Enquiry: Asking and investigating geographical questions. Critically evaluate and debate the impact of geographical processes
<u>Place Knowledge</u> (E.g. contrasting two locations)	
<u>Physical and Human Geography</u> (E.g. climate zones, earthquakes, settlement patterns)	
<u>Procedural Knowledge</u> (Knowing 'HOW' to do geography)	
<u>Geography Skills and Fieldwork</u> (E.g. how to use maps and globes; how to collect, record information)	

Themes:

Themes build knowledge sequentially with opportunities to revisit and build on children's prior learning – deepening knowledge and understanding. Links are made in learning through recurring themes throughout our curriculum.

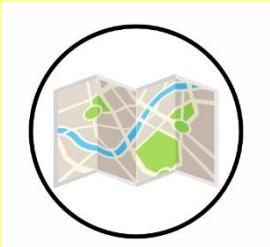
Key Knowledge					
Locational Knowledge	Place Knowledge	Human Geography	Physical Geography	Geographical Skills	Fieldwork Skills
					
The ability to identify and locate places on a map or globe	Understanding the characteristics and features of specific places	The study of human activities, settlements and their relationship with the environment	The study of natural features and processes of the Earth.	The study of maps, atlases and globes including compass work and grid references.	The planning, implementing, collecting data, analysing and presenting of an investigation.

Key Concepts							
Locational	Place		Physical and Human Geography				
Place	Space	Scale	Interdependence	Human and Physical Processes	Environmental Impact	Sustainable Development	Cultural Awareness and Diversity
The ability to identify and locate places on a map or globe.	How phenomena (like people, features, or activities) are arranged on the Earth's surface, including concepts like location, pattern, distribution, interaction, and distance.	How different levels of detail and size (e.g., local, regional, global) affect our understanding of geographic phenomena.	How places and environments are interconnected and how events in one area can impact others.	Understanding the natural forces that shape the Earth (e.g., erosion, climate) and the human activities that modify landscapes and environments.	The effects of human actions on the natural world.	How to meet the needs of the present without compromising the ability of future generations to meet their own needs.	Understanding and appreciating the diverse cultures of the world, including their values, beliefs, and practices, and how these are expressed in different places.

Locational Knowledge



Place Knowledge



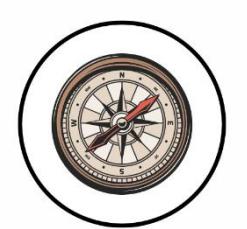
Human Geography



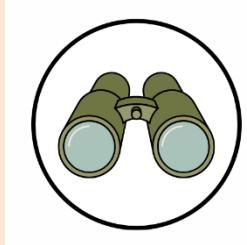
Physical Geography



Geographical Skills



Fieldwork Skills



Think Like a Geographer



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	What makes me, me?	Can we go into the woods today?	What do terrific tales teach us?	How does your garden grow?	What is in our wonderful world?	What can we see under the sea?
	 I understand the need to show care and concern for my environment and other places. I can look after my classroom and its environment.  I can understand position, through words alone. I can follow instructions using next to, behind, in front of etc.  I can describe a familiar route. I can re-tell journeys. (Bear hunt, stick man.)  I can discuss routes and locations, using words like Infront of and behind. I can follow instructions using next to, behind, in front of etc.  I can show care and concern for my environment. I can look after the environment around me.  I can understand some of the signs for the changing seasons. I can find some signs of autumn, on an autumn walk. I can use a tick sheet to show what I find.  I can use observational skills to describe what I can see, hear and feel, whilst outside. I can observe what's around me. (Autumn walk, outdoor provision.)  I can explore the natural world around me. I can talk about the weather. I can talk about autumn. I can talk about how the environment has changed in the different seasons.	 I can understand some of the signs for the changing seasons. I can find some signs of winter, on a winter walk. I can use a tick sheet to show what I find.  I can use observational skills to describe what I can see, hear and feel, whilst outside. I can observe what's around me. (Winter walk, outdoor provision.)  I can explore the natural world around me. I can talk about the weather. I can talk about winter. I can talk about how the environment has changed in the different seasons.	 I can understand some of the signs for the changing seasons. I can find some signs of spring, on a spring walk. I can use a tick sheet to show what I find.  I can use observational skills to describe what I can see, hear and feel, whilst outside. I can observe what's around me. (Spring walk, outdoor provision.)  I can explore the natural world around me. I can talk about the weather. I can talk about spring. I can talk about how the environment has changed in the different seasons.	 I can understand that England is a place in our world. I can understand that I live in England.  I can understand that Kenya is a place in our world. I can understand that Kenya is a place in our world.  I can recognise that there are different places in the world. I know that England and Kenya are different places, in our world.  I can recognise some environments that are different from the one in which they live (contrasting country). I can recognise how the weather is different in England and Kenya  I can recognise some similarities and differences between life in this country and life in other countries. I know that different places in the world have different foods, animals and houses.  I know that there are different places in the world and talk about the differences they have experienced or seen in photos (our family and friends backgrounds). I can talk about where my family lives. I can talk about places I've been on holiday.	 I can understand the effect their behaviour can have on the environment (recycling). I know the importance of recycling.  Follow a simple map. I can follow a map of the school grounds.  I can understand position, through words alone. I can follow instructions using next to, behind, in front of etc.  I can describe a familiar route. I can describe my journey around the school grounds.  I can understand some of the signs for the changing seasons. I can find some signs of summer, on a summer walk. I can use a tick sheet to show what I find.  I can use observational skills to describe what I can see, hear and feel, whilst outside. I can observe what's around me. (Summer walk, outdoor provision.)	 I can explore the natural world around me. I can talk about the weather. I can talk about summer. I can talk about how the environment has changed in the different seasons.

Outcomes that are ongoing throughout the year:	<p>Talk about what they see, using a wide vocabulary. Explore the natural world around them. Describe what we see, hear and feel, whilst outside. Observe & identify the weather</p>
ELG link: (to be achieved by the end of the year)	<p>ELG: People, Culture & Communities: <i>Children at the expected level of development will:</i></p> <ul style="list-style-type: none"> • <i>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</i> • <i>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.</i> <p>ELG: The Natural World:</p> <ul style="list-style-type: none"> • <i>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.</i> • <i>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</i>

Year 1					
Topic 1 – 6 lessons		Topic 2 – 3 lessons		Topic 3 – 3 lessons	
The World and my School <u>Where in the world do I live?</u>		Our School Grounds (Field Work) <u>Do our school grounds support plant life?</u>		Our Local Park/Beach (field trip) <u>Where is my local park/beach and why would I want to go there?</u>	
Key Concepts		Key Concepts		Key Concepts	
Place Places have meaning to people	Scale Understand how... -my local area fits within the United Kingdom -my classroom fits within the school -my school fits on the street -my country fits within the world	Place Places have meaning to people	Scale Understand how my school fits within my local area	Place Places have meaning to people	Scale Understand how my local park fits within my local area
Space The world has seven continents The UK is split into countries	Physical Process Seasonal and daily weather patterns in the UK How the weather varies around the world Human and physical features	Space Key human and physical features of my local area	Human and Physical Processes -Understand human processes in my local area, including settlements and varied land use -Identify human and physical geographical features in my local area	Space key human and physical features of my local area	Human and Physical Processes -Understand human processes in my local area, including settlements and varied land use -Identify human and physical geographical features in my local area
NC Statements: Devise a simple map. Use simple observational skills to study the geography of their school. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features. Use basic geographical vocabulary to refer to: key physical features: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. key human features: city, town, village, factory, farm, house, office, port, harbour and shop. Name, locate and identify characteristics of the four countries of the UK Identify seasonal and daily weather patterns in the United Kingdom. Name and locate the world's seven continents. Identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles.	NC Statements: Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. Pupils should be taught to 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. Pupils should be taught to use simple compass directions (north, south, east and west) and locational and directional language to describe the location of features and routes on a map	NC Statements: Pupils should be taught to use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. Pupils should be taught to use plan perspectives to recognise landmarks and basic human and physical features and construct basic symbols in a key. Pupils should be taught to use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment.			
Key Knowledge: Know the countries within the UK and which country I live in Know which type of settlement I live in Know some of the human and physical features of Bolton Know the four seasons of the UK Recognise the signs of different seasons Locate the UK on a world map Name and locate the seven continents Know that there are different climates around the world. Know there are hot, cold and temperate climates and where they are found.	Key Knowledge: Identify the human and physical features of the school grounds.	Key Knowledge: Know where the local park is Identify the human and physical features of the local park. Locate the local park on a map			
Geographical skills Create a bird's eye view messy map of classroom and begin to make some evaluations. Locate on a map the four countries of the United Kingdom	Geographical skills: Create a key for their map. Use directional language independently and maps and compass directions with some support	Geographical skills: Locate the local park on a map Use technology and maps to plan a route to my local park			
Fieldwork skills: Produce accurate pictures of each season	Fieldwork skills: Conduct fieldwork to collect and record data about the school grounds. Draw a sketch map of the school grounds using information gathered from fieldwork.	Fieldwork skills: Conduct fieldwork to collect and record data about the local park Say what I like/dislike about my local park Present data using a pictogram Analyse the collected data			

Year 2					
Topic 1 – 6 Lessons		Topic 2 – 4 Lessons		Topic 3 – 6 Lessons	
The World, The UK and Me <u>Where does my local area fit into this world?</u> (My Local Area and Tulum, Mexico – Part 1)		Compare Bolton, UK to Tulum, Mexico <u>Would I prefer to live in Bolton or Tulum?</u> (My Local Area and Tulum, Mexico – Part 2)		Weather and Climate <u>How can I prepare for the weather in Bolton?</u>	
Declarative Knowledge		Declarative Knowledge		Declarative Knowledge	
Place Places have meaning to people	Scale England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city.	Place Places have meaning to people	Scale Mexico is a North American country	Physical and Human processes Understand the differences between weather and climate. Understand that the poles and equator impact the climate on the Earth. Identify hot and cold areas of the world in relation to the poles and the equator.	
Space The world has seven continents and five oceans. The UK is split into countries and surrounding seas.	Physical and Human processes The poles and equator impact the climate on Earth. Identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.	Cultural Awareness and Diversity Understand the similarities and differences between my country and other countries.	Physical and Human processes Identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.		
NC Statements: Pupils should be taught to name and locate the world's seven continents and five oceans. Pupils should be taught to use world maps, atlases and globes to identify the continents and oceans studied at this key stage. Pupils should be taught to identify the location of hot and cold areas of the world in relation to the equator and the North and South Poles. Pupils should be taught to name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Pupils should be taught to use basic geographical vocabulary to refer to key physical and human features. Pupils should be taught to use aerial photographs to recognise landmarks and basic human and physical features, devise a simple map, and use and construct basic symbols in a key.		NC Statements: Pupils should be taught to understand geographical similarities and differences by studying the human and physical geography of a small area of the United Kingdom and a small area in a contrasting country. Pupils should be taught to use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage.		NC Statements: Pupils should be taught to 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. All pupils are competent in the geographical skills needed to interpret a range of sources of geographical information Pupils should be taught to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key physical features of its surrounding environment	
Key knowledge: Identify and locate the seven continents and five oceans. Know what a compass is Know where and what the equator is. Locate the equator/North Pole/South Pole Understand the differences in climates and why they occur Name and locate the four countries of the UK and their capital cities Name and locate the seas surrounding the UK Know where their local area is Understand what human and physical features are Identify human and physical features in the local area		Key knowledge: Know some human and physical features in the local area and in Tulum, Mexico and compare them. Locate Mexico. Know Mexico is part of North America. Discuss the climate of Mexico and some of the landscapes found in Mexico. Describe similarities between my local area and Tulum, Mexico Describe the difference between my local area and Tulum, Mexico		Key knowledge: Describe how the weather affects a farmer's job With support, children read weather symbols	
Geographical skills:  Use an atlas to identify and locate the seven continents and five oceans Demonstrate the use of an atlas/globe. Begin to understand how to use a compass Understand what map symbols are. Create a map of the school and create a key. Use aerial images to create a map of the local area, including a key and symbols.		Geographical skills:  		Geographical skills:  Fieldwork skills:  Interpret a table of weather information. Deduce whether the given data is the expected weather for the month of the year Children demonstrate an understanding of how to measure precipitation, cloud, wind and temperature over two days. Give reasons for the thermometer, rain gauge and weathervane locations. Read the instruments and record findings. Present the fieldwork data on a table, pictogram and bar charts - labelling the charts correctly, including titles and a key. Interpret the data gathered during fieldwork Compare different measurements and different days. Comment on whether the weather was expected or unexpected according to their original prediction.	
Fieldwork skills:  Use observational skills to identify human and physical features of the local area.		Fieldwork skills: 			

Year 3																	
Topic 1 – 10 Lessons		Topic 3 – 5 Lessons		Topic 2 – 4 Lessons													
The United Kingdom What are the key geographical features of the UK, and my region?		Coasts (L1-4) and Weather and Climate (L1) What are coasts and how does erosion affect them?		My Local Area Why do people settle in the North West?													
Declarative Knowledge <table border="1"> <tr> <td>Place -places can have meaning to people. -people can choose to use land differently</td><td>Scale -England, Scotland, Wales and Northern Ireland are countries in the UK. -My region is an area within England. -Settlements of various sizes, including cities, towns, villages, and hamlets.</td></tr> <tr> <td>Space -The UK is split into countries and regions. -Regions are split into counties. -Counties contain settlements.</td><td></td></tr> <tr> <td>Human and Physical Processes -Land has height. -Identify mountains, hills and rivers on maps. -Understand human processes in the UK, including settlements and land use. -Land use patterns change over time. -identify some key human and physical features of the UK and my region.</td><td>Cultural Awareness and Diversity - 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.</td></tr> </table>		Place -places can have meaning to people. -people can choose to use land differently	Scale -England, Scotland, Wales and Northern Ireland are countries in the UK. -My region is an area within England. -Settlements of various sizes, including cities, towns, villages, and hamlets.	Space -The UK is split into countries and regions. -Regions are split into counties. -Counties contain settlements.		Human and Physical Processes -Land has height. -Identify mountains, hills and rivers on maps. -Understand human processes in the UK, including settlements and land use. -Land use patterns change over time. -identify some key human and physical features of the UK and my region.	Cultural Awareness and Diversity - 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.	Declarative Knowledge <table border="1"> <tr> <td>Place People can choose to use land in different ways, depending on the land's physical geography.</td><td>Human and Physical processes Coastal features-The physical processes that cause a coastline to change over time-Weather and climate -The equator, poles, circles and tropics affect climate. The climate and weather in the United Kingdom.</td></tr> <tr> <td>Scale Coastal regions and their relation to the UK. Climate zones worldwide and their relation to the equator and poles.</td><td>Sustainable Development Ways in which people can protect coasts.</td></tr> </table>	Place People can choose to use land in different ways, depending on the land's physical geography.	Human and Physical processes Coastal features-The physical processes that cause a coastline to change over time-Weather and climate -The equator, poles, circles and tropics affect climate. The climate and weather in the United Kingdom.	Scale Coastal regions and their relation to the UK. Climate zones worldwide and their relation to the equator and poles.	Sustainable Development Ways in which people can protect coasts.	Declarative Knowledge <table border="1"> <tr> <td>Place People can choose to use land in different ways depending on the physical geography of the landscape</td><td>Human and physical processes Human processes in the UK, including settlements and land use.</td></tr> <tr> <td></td><td>Scale -Hamlets, villages, towns and cities are settlements of different sizes.</td></tr> </table>	Place People can choose to use land in different ways depending on the physical geography of the landscape	Human and physical processes Human processes in the UK, including settlements and land use.		Scale -Hamlets, villages, towns and cities are settlements of different sizes.
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Key Knowledge: Name and locate our region in England. Major cities in the UK, including Manchester. Identify our county and the counties in our region. Understand counties can have distinct physical and human features and cultural identities. What a human geographical feature is. Name some human features and their uses. Name and locate some human landmarks in the UK. How changes in land use can affect an area. Describe some human and physical features in our region What a sketch map is and its features.		Key knowledge: Give a definition of a coast. Explain why coastal features vary. Show an understanding of how coastal features are formed. Identify and describe coastal defences. Understand how coastal erosion affects people. Define weather and climate and their differences. Name and locate the climate zones. Explain why the equator is hot.		Key Knowledge: Types of land use and explain its facilities. How land use can be shown on maps. The important features of settlements. How settlements have changed through time. Why settlers choose specific settlements How are we connected to other places. Understand the facilities and transport links of a specific place.													
Geographical skills: Use compass points, four-figure grid references, symbols, and keys.  Devise a sketch map of my local area. Identify and locate simple topographical features on a map. Locate settlements on a map.		Geographical skills: 		Fieldwork skills: Plan a geographical enquiry using fieldwork and observational skills. Use digital mapping to collect data. Record data using tables and questionnaires. Present collected data using bars and charts. Analyse data and explain what I have learnt. 													
Fieldwork skills: 		Fieldwork skills: 		Geographical skills: 													

Year 4					
Topic 1 – 7 Lessons		Topic 2 – 4 Lessons		Topic 3 – 5 Lessons	
My Region and Campania, Italy (L1 – L7) How can human and physical features change a region?		My Region and Campania, Italy (L8- L11) What are the similarities and differences between my region and Campania, Italy?		Conservation of Bees (field work) How can we make our school environment more bee friendly?	
Declarative Knowledge		Declarative Knowledge		Declarative Knowledge	
Scale	Cultural Awareness and Diversity	Place	Place	Human and physical processes How bees are involved in physical processes.	
-my region is an area within England with different-sized settlements. -Campania is a region within Italy, with settlements of different sizes. -England and Italy are countries within the continent of Europe.	The diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	-Places can have meaning to people -People can choose to use land in different ways, depending on the land's physical geography. -The similarities and differences between my region and Campania	People can choose to use land Differently	Environmental Impact How land use impacts the survival of bees. How personal choices on how to use land impact the environment.	
Space	Human and Physical processes Physical processes are the natural forces that change Earth's physical features. Tectonic movement has shaped the Earth's surface. Earthquakes and volcanoes happen and can identify some key events in Campania, Italy Human processes in my region and Campania including settlements and economic activity.		Sustainable Development How to make the school locality more environmentally friendly.		
NC Statements: Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the prime/Greenwich meridian and time zones. Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics including key topographical features (including hills, mountains, coasts and rivers.)		NC Statements: Pupils should be taught to locate the world's countries, using maps to focus on Europe and concentrating on the key physical and human characteristics and major cities. Pupils should be taught to describe and understand key aspects of physical geography: mountains, volcanoes and earthquakes. Pupils should be taught to understand geographical similarities and differences through the study of physical geography of a region of the United Kingdom and a region in a European country.		NC Statements: Pupils should be taught to describe and understand key aspects of physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	
Key knowledge: Locate Manchester on a map and describe its location Locate and describe other human features and mark them on a map Identify an example of different land use on a map using a key and locate them using 4-figure grid references. Identify and locate given human geographical features on a map Understand what maps and globes tell us. Children will understand the lines of latitude and longitude and how we can use them. Children will understand what the tropics are and how we can use them. Name and find key settlements and main rivers in my region.		Key knowledge: Identify and locate some of the countries and capital cities of Europe. Describe the physical and human features of one European country/city. Recall and locate some geographical features of Italy. Describe some physical and human features of Italy. Identify and locate the tectonic plates. Demonstrate understanding of physical processes created by plates To understand and explain what earthquakes are and how they occur. To understand and explain what volcanoes are and how they occur. Use a simple map or an atlas to name, locate and identify key physical features of Campania. Mark them onto a blank, coloured relief map. Name and locate a settlement in Campania, Italy and one in their own region, in England, and give their populations. Give a more detailed description of the features of these settlements, including landmarks. Name and categorise the main land use types in Campania, Italy and their region in England. Make comparisons between the two regions. Begin to understand how the tectonic movement has influenced economic activity in Campania. Give information about the key geographical features of my region and those of Campania, explaining some similarities and differences.		Key Knowledge: The importance of bees. The differences between bumblebees and honey bees. The process of pollination. Bee numbers are declining across the UK. How B-Lines can help conserve bees. Why bee numbers are declining. The many general ways to help the conservation of bees. The many specific ways that schools can help the conservation of bees.	
Geographical skills: I can use atlases, maps and globes to locate places and describe features studied.		Geographical skills: I can use atlases, maps and globes to locate places and describe features studied.		Geographical skills:	
Fieldwork skills:		Fieldwork skills:		Fieldwork skills: Assess how bee-friendly school grounds are. Plan ways to make our school more bee-friendly. Implement ideas to make our school more bee-friendly. Record and present data accurately. Analyse data collected. Evaluate the data collected.	

Year 5									
Topic 1 – 5 Lessons		Topic 2 – 6 Lessons + (1 Lesson - L5 Water Cycle as Flash Back Friday)				Topic 3 – 6 Lessons			
Biomes and Ecosystems What trees, plants and animals are in the six main biomes of the world?		My region and the North Region of Brazil What are the similarities and differences between my region and Brazil?				Rivers (field work) What are the features of my local river?			
Declarative Knowledge		Declarative Knowledge				Declarative Knowledge			
Place Physical features are significant within the local area in which they are located.	Scale The different ecosystems, vegetation belts and biomes within countries.	Place People can choose to use land in different ways and that this can depend on the land's physical geography and climate	Human and Physical processes Focussing on my region and Northern Brazil... The water cycle(Y4 science recap) Tectonic movement Settlements and Economic activity.	Cultural Awareness and Diversity The diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres	Place Physical features are significant within the local area in which they are located.	Space The five longest rivers in England. The location of a river in my region. The location of the River Trent.			
Space Biomes and vegetation belts are found across the world. The biomes and ecosystems found in the UK. The New Forest.	Human and Physical processes The climate impacts the landscape through biomes and vegetation belts. -Animals, plants and habitats found in a different biomes.	Space Countries of South America and their capital cities Key settlements in Northern Brazil. The landscape in Northern Brazil Physical geography can affect the type and location of settlements in my region and Northern Brazil The Prime/Greenwich Meridian and time zones, including day and night.	Scale My region is an area within England, and there are counties, towns and cities within my region. England is a country within the continent of Europe. Brazil is a country within the South American continent. Northern Brazil is a region within Brazil. There are states, cities, and towns within the North Region of Brazil. Compare my country and Brazil in terms of the size of the land and the population.	Human and Physical processes Key features of the River Trent basin, including the source and the mouth. What rivers are and how they are formed. The different features of rivers.					
NC Statements: Pupils should be taught to identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of Cancer and Capricorn and the Arctic and Antarctic Circle. Pupils should be taught to describe and understand key aspects of physical geography, including: biomes and vegetation belts. Pupils should be taught to use the eight points of a compass, four and six-figure grid references symbols.		NC Statements: Pupils should be taught to name and locate geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. Pupils should be taught to locate the world's countries, using maps to focus on South America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. Pupils should be taught to identify the prime/Greenwich meridian and time zones (including day and night). Pupils should be taught to describe and understand key aspects of human geography, including economic activity. Pupils should be taught to describe and understand key aspects of physical geography, including the water cycle. Pupils should be taught to understand geographical similarities and differences by studying the human geography of a region in the United Kingdom and South America.				NC Statements: Pupils should be taught to name and locate geographical regions and their identifying physical characteristics and key topographical features including rivers. Pupils should be taught to describe and understand key aspects of physical geography, including rivers. Pupils should be taught to use fieldwork to observe, measure, record and present the physical features in the local area.			
Key Knowledge: Name and describe the geography of the UK, including the biome, ecosystems and vegetation belt. Name many of the ecosystems that can be found in the New Forest. Name and describe mammals, birds, reptiles, amphibians, fish and invertebrates native to the 6 main world biomes.		Key Knowledge: Work out the time in different states in Brazil; Name the five regions of Brazil and a few states within each region Geographical features of a region in Brazil; The main economic activity in different states in the North Region of Brazil; Comparisons between the economic activities of different states; List most of the states of the North Region of Brazil. Key settlements in the North Region of Brazil, showing an understanding of the difference between capital cities and other large cities.				Key Knowledge: Explain what rivers are What a river is, and what a mountain is, and to know the physical features of both; Compare a river/mountain in the North Region of Brazil to a river/mountain in our region; The process of the formation of rivers. Locate the River Trent on a map. Physical features of the upper, middle and lower course of the River Trent			
Geographical skills: Use compass directions and six-figure grid references.		Geographical skills: Give coordinates of the squares containing given cities in Brazil				Geographical skills: Use photographs to identify and label physical features of the River Trent's upper, middle and lower course. Locate rivers on a map			
Fieldwork skills:		Fieldwork skills: Use data to present information about various geographical features of my region and some states in the North Region of Brazil and explain similarities and differences.				Fieldwork skills: Explain what fieldwork is and what I will carry out. Independently observe, measure and record when conducting fieldwork. Explain what analysing, presenting and evaluating are. Independently present my data and draw conclusions from my data.			
Year 6									
Topic 1 – 9 Lessons				Topic 2 – 4 Lessons					
Economic Activity of the UK What is the economic activity of the UK, and how sustainable is it?				Sustainability- Plastic Waste (fieldwork) How can our school reduce its plastic waste?					
Declarative Knowledge				Declarative Knowledge					

Place People in a particular region can have a strong identity linked to the landscape and heritage of their region.	Space Location of my region within England. Use clues to identify my region's key geographical features and landmarks.	Environmental Impact The environmental impact caused by different economic activities in the UK.	Interdependence How the United Kingdom and other countries depend on each other via the trade of resources and products. Events in other places can impact the UK.	Place The impact on the environment in an area has an impact on the people who live there and their feelings about their local area.	Physical and Human Processes Human actions can disrupt the natural physical processes on Earth.	Environmental Impact The impact that plastic waste has on the environment.		
Scale My region is an area within England, and there are counties, towns and cities within my region. England is one country within the continent of Europe and the links it has with other countries in Europe.	Sustainable Development Use facts and evidence to judge the sustainability of economic activity in the UK		Physical and Human Processes Human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market. How economic activity in the United Kingdom has changed over time.	Sustainable Development Suggest how the school can reduce the impact it is having on the environment.	Interdependence What happens in the United Kingdom can impact other places. Events in other places can impact the UK. The actions of individuals can have a large-scale impact.			
NC Statements: Pupils should be taught to name and locate countries, cities and geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. Pupils should be taught to describe and understand key aspects of human geography: land use, economic activity including trade links, and the distribution of natural resources including food, energy, water and minerals.				NC Statements: Pupils should be taught to describe and understand key aspects of human and physical geography. Pupils should be taught to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.				
Key Objectives: Give examples of and show the location of some of the UK's key geographical features and landmarks Explain what the economy is; Name and describe the 3 sectors of the UK economy Give several examples of jobs from each sector What agriculture is; What a mega-farm is and the positives and negatives of their use The sustainability of mega-farms; What energy is and why we need it What energy sources are and state if they are renewable or non-renewable Identify which energy sources are more sustainable Outline the key steps of electricity and gas distribution The water cycle and why water is finite How water is supplied and traded and list some countries that the UK trades with How sustainable water use is in the UK What rare earth elements are and what they are used for Give some consequences of mining for rare earth elements How sustainable they think the use of rare earth elements is What automation and AI are Give benefits and consequences of automation and AI The potential impacts of automation and AI on the UK economy What waste is and give examples of different types The hierarchy of waste management in the UK Ways we can manage waste more sustainably How sustainable are the different economic activities in the UK				Key Objectives: Know what plastic is, what it is used for and its history The problems that plastic creates How can we reduce plastic at home and school Understand the 5 Rs: Refuse, Reduce, Reuse, Repurpose, and Recycle How plastic is recycled and reused				
Geographical skills: Use a map to find the location of UK's geographical features and landmarks				Geographical skills:				
Fieldwork skills:				Fieldwork skills: Plan effective ways to reduce plastic waste in school Carry out effective ways to reduce plastic waste in school Record effective ways to reduce plastic waste in school Evaluate effective ways to reduce plastic waste in school Explain future solutions for reducing plastic waste				

Yearly Progression of National Curriculum Knowledge, Skills and Understanding – Substantive Knowledge							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Place	I can recognise that there are different places in the world.	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 understand that places can have meaning to people and make some suggestions or examples. I 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 Campania and give some examples.	I understand that people can choose to use land in different ways and that this can depend on the land's physical geography and climate, and I can give some examples. I can understand that physical features are significant within the local area in which they are located.	I 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 the impact on the environment in an area has an impact on the people who live there and their feelings about their local area.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Space	I can understand that the world is made up of different places.	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 and five oceans. I can understand that the UK is split into countries and surrounding seas. 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 regions are split into counties. I can understand that counties contain settlements. I can understand that settlements are split into smaller areas of land use, e.g. agricultural, residential, industrial, recreational and commercial I can identify some key physical features and settlements on the coast I can identify climate zones worldwide and their relation to the equator and poles.	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 Campania I can identify the location of my settlement and 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 understand and describe human geography, including types of settlement and land use.	I can identify the location of my region in England and the key human and physical features. I can identify some of the countries of South America and their capital cities. I can identify some key settlements in Northern Brazil. I can give examples of how the landscape in Northern Brazil varies massively, e.g. climate zones, vegetation belts and biomes. I can identify how physical geography and climate can affect the type and location of settlements in my region and Northern Brazil. I can identify the Prime/Greenwich Meridian and time zones, including day and night. 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 biomes and vegetation belts that are found across the world. I can name the biomes and ecosystems found in the UK. I can identify the location of the New Forest.	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.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Scale	<p>I can understand that England is a place in our world.</p> <p>I can understand that I live in England.</p> <p>I can understand that Kenya is a place in our world.</p>	<p>I can understand how my local area fits within the UK.</p> <p>I can understand how my classroom fits within the school.</p> <p>I can understand how my school fits on the street.</p> <p>I can understand how my local park fits within my local area.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries within the UK, each with a capital city.</p> <p>I understand that Mexico is a North American country.</p>	<p>I understand that England, Scotland, Wales and Northern Ireland are countries in the UK.</p> <p>I can understand how my region is an area within England.</p> <p>I can differentiate between settlements of various sizes, including cities, towns, villages, and hamlets.</p> <p>I can identify the coastal resorts and their relation to the UK</p>	<p>I can understand that my local settlement is within a region of England, which is a country within the continent of Europe.</p> <p>I can understand how my region is an area within England with different-sized settlements.</p> <p>I can understand that Campania is a region within Italy with settlements of different sizes.</p> <p>I can understand that England and Italy are countries within the continent of Europe.</p>	<p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand that England is a country within the continent of Europe.</p> <p>I can understand that Brazil is a country within the South American continent.</p> <p>I can understand that Northern Brazil is a region within the Brazil.</p> <p>I understand that there are states, cities, and towns within the North Region of Brazil.</p> <p>I can make comparisons between my country and Brazil in terms of the size of the land and the population.</p> <p>I can understand that you can find different ecosystems, vegetation belts and biomes within countries</p>	<p>I can understand how my region is an area within England, and there are counties, towns and cities within my region.</p> <p>I can understand how England is one country within the continent of Europe and the links it has with other countries in Europe.</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Interdependence				I understand that UK settlements rely on different areas of land use to thrive.			I can understand how the United Kingdom and other countries depend on each other via the trade of resources and products. I can understand that events in other places can impact the UK.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Physical and Human Processes	<p>I can understand some of the signs for the changing seasons.</p> <p>I can recognise some environments that are different from the one in which they live (contrasting country – Kenya)</p> <p>I can recognise how the weather is different in England and Kenya.</p> <p>I can recognise some similarities and differences between life in this country and life in other countries.</p>	<p>I can identify seasonal and daily weather patterns in the UK.</p> <p>I can identify how the weather varies around the world.</p> <p>I can identify human and physical features.</p> <p>I can understand human processes in my local area, including settlements and varied land use.</p> <p>I can identify human and physical geographical features in my local area.</p>	<p>I can understand that the poles and equator impact the climate on Earth.</p> <p>I can identify and compare some key human and physical features of my local area to a contrasting locality using key vocabulary.</p> <p>I can understand the differences between weather and climate.</p> <p>I can understand that the poles and equator impact the climate on the Earth.</p> <p>I can identify hot and cold areas of the world in relation to the poles and the equator.</p>	<p>I can understand that land has height.</p> <p>I can identify mountains, hills and rivers on maps.</p> <p>I understand human processes in the UK, including settlements and land use.</p> <p>I understand that land use patterns change over time.</p> <p>I can identify some key human and physical features of the UK and my region.</p> <p>I can understand the differences between weather and climate and give examples.</p> <p>I can explain how the equator, poles, circles and tropics affect climate.</p> <p>I can give reasons for the climate and weather in the United Kingdom.</p> <p>I can identify climate zones worldwide and their relation to the equator and poles.</p> <p>I can describe and understand key aspects of physical geography in the context of coastal features.</p> <p>I can identify the physical characteristics and key topographical features of coasts.</p> <p>I can understand why some coastlines have changed over time.</p> <p>I can begin to understand erosion, deposition and weathering and their effects on coasts.</p>	<p>I can understand that physical processes are the natural forces that change Earth's physical features.</p> <p>I understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in Campania, Italy.</p> <p>I understand human processes in my region and Campania, Italy, including settlements and economic activity.</p> <p>I can understand how bees are involved in physical processes.</p>	<p>I can understand how the climate impacts the landscape through biomes and vegetation belts.</p> <p>I can understand what animals, plants and habitats can be found in a woodland ecosystem in the UK.</p> <p>I can understand that physical processes are the natural forces that change Earth's physical features, e.g. the water cycle.</p> <p>I can understand and explain rivers and mountains and how they are formed and identify some key examples in the Northern Brazil.</p> <p>I can understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand human processes in my region and Northern Brazil, including settlements and economic activity.</p> <p>I can identify key features of the River Trent basin, including the source and the mouth.</p> <p>I can understand what rivers are and how they are formed.</p> <p>I can name and explain the different features of rivers.</p>	<p>I can understand human processes in the United Kingdom, including agriculture, waste management, automation, energy generation, water use and the global market.</p> <p>I can explain how economic activity in the United Kingdom has changed over time.</p> <p>I can understand that human actions can disrupt the natural physical processes on Earth.</p>

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Environmental Impact	I can understand the effect my behaviour can have on the environment (recycling). I understand the need to show care and concern for my environment.			I begin to discuss how human activity can affect coasts.	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. I can explain the impact that plastic waste has on the environment.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sustainable Development				I can identify ways in which people can protect coasts.	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. I can make suggestions on how the school can reduce the impact it is having on the environment.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cultural Awareness and Diversity	I can recognise some similarities and differences between life in this country and life in other countries.		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.	I can understand the diversity of human heritage by identifying and locating cultural features such as landmarks, historical sites and cultural centres.	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Geographical Skills	<p>I can follow a simple map.</p> <p>I can understand position, through words alone.</p> <p>I can describe a familiar route.</p> <p>I can discuss routes and locations, using words like Infront of and behind.</p>	<p>I can use directional language to describe a route.</p> <p>I can name and use cardinal directions.</p> <p>I can devise a simple, messy map.</p>	<p>I can use atlases and globes to discover the continents and oceans of the world.</p> <p>I can use compass directions and locational and directional language to describe the location of features on a map.</p> <p>I can use aerial photographs and plan perspectives to recognise landmarks and devise simple maps.</p> <p>I can use a key.</p> <p>I can use simple fieldwork and observational skills to study the school's geography.</p> <p>I can carry out a geographical enquiry using simple fieldwork and observational skills.</p> <p>I can collect weather data using the equipment. I can record weather data.</p> <p>I can present my data. I can analyse data</p>	<p>I can use compass points, four-figure grid references, symbols, and keys.</p> <p>I can devise a sketch map of my local area.</p> <p>I can identify physical features on a map.</p> <p>I can locate settlements on a map.</p> <p>I can use maps and atlases to discover the United Kingdom.</p>	<p>I can use atlases, maps and globes to locate places and describe geographical features studied.</p> <p>I can use digital maps (Digimap for Schools) to observe, record and present the human and physical features in my local settlement using a sketch map.</p> <p>I can use the eight points of a compass, four-figure grid references, symbols and key, to build my knowledge of my local settlement.</p>	<p>I can use atlases, maps and globes to locate places and describe features studied</p> <p>I can use compass points and six-figure references to build my knowledge of the world.</p>	
Fieldwork skills	<p>I can use observational skills to describe what I can see, hear and feel, whilst outside</p> <p>I can explore the natural world around me.</p>	<p>I can use simple fieldwork and observational skills to answer geographical questions.</p> <p>I can collect and record simple data. I can present simple data in a chart.</p>	<p>I can use simple fieldwork and observational skills to study the school's geography.</p> <p>I can carry out a geographical enquiry using simple fieldwork and observational skills.</p> <p>I can collect weather data using the equipment.</p> <p>I can record weather data.</p> <p>I can present my data.</p> <p>I can analyse data</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can use digital mapping to collect data.</p> <p>I can record data using tables and questionnaires.</p> <p>I can present collected data using bars and charts.</p> <p>I can analyse data and explain what I have learnt.</p>	<p>I can carry out a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data.</p> <p>I can analyse data and evaluate fieldwork.</p> <p>I can devise a simple map using information learnt from a geographical enquiry</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p> <p>I can collect data using a range of equipment.</p> <p>I can analyse data and explain what I have learnt.</p>	<p>I can plan a geographical enquiry using fieldwork and observational skills.</p> <p>I can collect data using a range of equipment.</p> <p>I can record data in a variety of ways.</p> <p>I can present my data using charts and graphs.</p> <p>I can analyse data and explain what I have learnt.</p>



	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DISCIPLINARY KNOWLEDGE –‘knowing how we know’							
Asking and Answering Questions	Ask questions about aspects of their familiar world.	Ask and respond to geographical questions.		Ask and respond to geographical questions using evidence to support answers.		Ask and investigate geographical questions, suggesting enquiries to test them.	
Collecting and Interpreting	Draw things they see around them.	Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases and simple maps and charts. Understand that geographers learn about the world by observing and collecting data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, maps, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed. Understand that geographers learn about the world by observing and collecting data and information. Begin to understand that some knowledge about the world can be revised as we collect new data and information.		Observe and collect information and data from fieldwork, photos and aerial images, diagrams, globes, atlases, map, GIS and a range of age-appropriate charts and graphs, choosing an appropriate method to record evidence as needed and provide reasons for this. Understand that geographers learn about the world by observing and collecting data and information. Understand that knowledge about the world can be revised as we collect new data and information.	
Analysing and Communicating	Communicate simple geographical information with support, orally, using simple pictures and maps.	Analyse and communicate geographical information by constructing simple maps, labelled diagrams, age-appropriate graphs and through writing, using appropriate geographical vocabulary.		Analyse and communicate geographical information by constructing maps with keys, labelled diagrams, age-appropriate graphs and through writing at length, using appropriate geographical vocabulary.		Analyse, communicate and explain geographical information by constructing maps with keys, labelled diagrams, age-appropriate and through writing at length, using appropriate geographical vocabulary. Choose an appropriate method to communicate information and give reasons for this.	
Evaluating and Debating	Describe their immediate environment, with support.	Express their own views about the people, places and environments studied.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others. Reach geographical conclusions and begin to debate the impact of geographical processes and human effects on the world, from given evidence.		Express their own views about the people, places and environments studied, giving reasons. Compare their views with others and understand that some geographical knowledge is open to debate, challenge and discussion. Reach geographical conclusions, give reasons and critically evaluate and debate the impact of geographical processes and human effects on the world, from given evidence.	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Unit 1 Enquiry Question	Where in the world do I live?	Where does my local area fit into this world?	What are the key geographical features of the UK, and my region?	How can human and physical features change a region?	What trees, plants and animals are in the six main biomes of the world?	What is the economic activity of the UK, and how sustainable is it?	
Unit 2 Enquiry Question	Do our school grounds support plant life?	Would I prefer to live in Bolton or Tulum?	Why do people settle in the North West?	What are the similarities and differences between my region and Campania, Italy?	What are the similarities and differences between my region and Brazil?	How can our school reduce its plastic waste?	
Unit 3 Enquiry Question	Where is my local park and why would I want to go there?	How can I prepare for the weather in Bolton?	How can we make our school environment more bee friendly? (Y4?)	What are coasts and how does erosion affect them? (Y3?)	What are the features of my local river?		

SEND Adaptations for Geography

"Studying geography is so important for children regardless of their age or stage of learning. Geography helps them to make sense of the world around them and piques their curiosity in places and people. Done well, it engages pupils in their world, often spurring them into action, and is fun."

<u>Cognition and Learning</u>	<u>Communication and Interaction</u> <u>Social</u>	<u>Emotional and Mental Health</u>	<u>Sensory and/or Physical</u>
<p>Use of first-hand practical activities to explore and spark interest.</p> <p>Use of secondary sources to support understanding of content such as maps, atlases, photos, and videos.</p> <p>Use of word banks (and picture cards where necessary) to support understanding and learning of vocabulary. These could be displayed in class in a personalised version for adults to point to during whole class teaching or independent learning. Keep referring back to the vocabulary.</p> <p>Use of alternative ways of recording learning (leaving blanks for children to complete some known words independently rather than copying).</p> <p>Pre-learning and over learning to support understanding including topic related vocabulary.</p>	<p>Create a calm and simple working classroom with clear routines, expectations and organised, labelled workspaces.</p> <p>Consider carefully where children are seated to maximise their focus and attention and minimise background noise/distraction.</p> <p>Pre-expose children with some of the geographical equipment so that they naturally have an interest in what the learning is going to be about.</p> <p>Plan movement breaks and classroom jobs to allow children to move within a lesson.</p> <p>Prepared for the structure of a lesson by breaking it down for them into manageable chunks.</p>	<p>Ensure that the learning environment is calm and not too stimulating, that resources are clearly labelled and organised for independent use, therefore not encouraging frustration.</p> <p>Ensure that instructions are clear and tasks are broken down to be achievable.</p> <p>Children can be given a role within a group which does not involve them being highly active or speaking out to not heighten arousal.</p> <p>Providing fidgets to allow children to concentrate and listen despite not necessarily looking like they are listening.</p> <p>Using IT to support where necessary either for whole class learning or for recording their learning.</p>	<p>Ensure all images, maps etc are large enough and accessible.</p> <p>Consider where children with a hearing, sensory or other impairment are sitting in relation to the whiteboard or resources.</p> <p>Use of an iPad to support children with a visual impairment where screen sharing can occur.</p> <p>Use of an iPad to zoom in closer to maps/atlasses.</p> <p>Additional ways of recording, i.e. videos, verbal commentary etc rather than always writing.</p> <p>Consider the geographical equipment which is being used – such as trundle wheels, compasses and maps to ensure it is all accessible.</p>

<p>Use of small groups to scaffold SEND children where needed.</p> <p>Application of vocabulary into different contexts to deepen understanding.</p> <p>Physical warms up to start a lesson to help recall previous learning i.e. some photos of the learning carried out with recaps on vocabulary and processes.</p> <p>Ensure that parents are aware of the vocabulary of the Geography curriculum and can support with the learning of terminology at home through research. Where this does not take place, allow the child time with an adult before the learning begins to research the geographical vocabulary</p>	<p>Visual words/cues/phrases.</p> <p>Repetition and reinforcement.</p> <p>Scaffolding observational skills for Geography through careful and targeted questioning.</p> <p>Giving a processing prompt that a question will be coming, give the question before moving onto a few other children, before coming back for the answer.</p> <p>Simple, step by step instructions verbally and then in a prompt sheet.</p> <p>Use of appropriate modelling to support understanding.</p>	<p>Providing a safe space for children within the lesson if needed – this can be accessed through an adult directed or child-initiated time out card.</p> <p>Use of positive language to encourage good choice and higher self-esteem.</p> <p>Teaching with empathy and understanding of the child's needs.</p> <p>Allow movement breaks within the classroom for example giving out equipment or books etc.</p> <p>Allow sensory/brain breaks as a break from learning.</p>	<p>Working within mixed ability groups to support.</p> <p>.</p>

Suggestions for 'Notice and Focus' pupils in Geography:

Task 1:
Which of the factors we have discussed do you think are most important, and least important, to the change of Naples over time, and its rise in population? Label the boxes in order of popularity.

A	B	C
shipping and trade	tourism	more jobs

E	F	G
cultural diversity	weather and climate	historical landmarks

H	I	J
place of beauty	travel easily	transport links

1 Most important

2 Least important

Task 2: Tick the correct answers to each of the questions below.

1 Which sea borders Naples?

Ionian Mediterranean Tyrrhenian

2 Where Is Naples located in Italy?

south-west north-west north-east south-east

3 Is Naples in-land or by the coast?

In-land Coastal