



Geography Progression of Skills, Knowledge and Vocabulary Map 2023-2024

Understanding the World	Foundation Stage					
	<p>EYFS Statutory Educational Programme: Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children’s personal experiences increases their knowledge and sense of the world around them – from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and firefighters. In addition, listening to a broad selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this extends their familiarity with words that support understanding across domains. Enriching and widening children’s vocabulary will support later reading comprehension.</p>					
People, Culture and Communities	Foundation Stage 1 Cause and Effect, Structures, Significance			Foundation Stage 2 Cause and Effect, Structures, Significance		
The Natural World	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Continue developing positive attitudes about the differences between people by knowing some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.</p> <p>Remember and talk about a significant place they have been to visit in their immediate locality.</p> <p>Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p> <p>Comments and ask questions about aspects of their familiar world, such as the place where they live or the natural world.</p>			<p>Talk about members of their extended family and community.</p> <p>Name and describe people who are familiar to them by sharing experiences.</p> <p>Know about similarities and differences between themselves and others, and among families, communities, cultures and traditions.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p> <p>Begin to understand the effect their behaviour can have on the environment.</p> <p>Know about similarities and differences in relation to places, objects, materials and living things.</p>		
Key Vocabulary	<p><i>Weather, name types of weather, sunny, windy, rainy..., cold, warm, hot, seasons.</i></p> <p><i>Spring Summer Autumn Winter, year, months, hibernation, light, dark, sun.</i></p> <p><i>World, United Kingdom, England, country, community Cheadle, Stockport, Greater Manchester, sea, land, city, town, countryside, desert, forest, hill, mountain, river, lake, sea, ocean, beach, cliff.</i></p> <p><i>Near, far, left, right, map, plan, and journey.</i></p> <p><i>Comment, question, ideas, choose, predict, equipment, observe, similarity, difference, change, create, environment.</i></p>					
Year Group Connected Concepts	Key Stage 1 Cause and Effect, Structures, Significance		Lower Key Stage 2 Cause and Effect, Structures, Significance		Upper Key Stage 2 Cause and Effect, Structures, Significance	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational and Place Knowledge	<p>Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Understand geographical similarities and differences</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country (Australia).</p>	<p>Name and locate geographical regions of the UK & their identifying physical and human characteristics, including some cities and some key topographical features including hills, mountains, coasts and rivers.</p>	<p>Locate some of the world’s countries, using maps to focus on Europe (including Russia): environmental regions, key physical or human characteristics, countries, and major cities.</p> <p>Understand geographical similarities and differences of human & physical</p>	<p>Name and locate the world’s countries, focusing on North America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>	<p>Name and locate the world’s countries, focusing on South America concentrating on their environmental regions, key physical and human characteristics, counties and major cities.</p>



	<p>through studying the human and physical geography of a small area of the United Kingdom (local area)</p> <p>Know the name and location of hot and cold areas of the world in relation to the Equator, North and South Poles.</p> <p>Know the name, location and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas.</p>	<p>Know the name and location of the world's seven continents and five oceans.</p> <p>Name and locate Cheadle.</p> <p>Locate the Northern and Southern Hemisphere.</p> <p>Name and locate Australia and the area studied (Daintree).</p>	<p>Understand how some aspects of a place have changed over time.</p>	<p>geography of a region of the UK and in a European country (Italy and Greece).</p> <p>Identify places where volcanic activity is likely to happen.</p>	<p>Name and locate the world's countries, focusing on Central America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human/physical geography of a region of the UK (local geographical region in depth) eg East Yorkshire</p> <p>Name and locate counties and cities of the United Kingdom.</p> <p>Know the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Know the position and significance of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic.</p>	<p>Understand geographical similarities and differences through the study of human/physical geography of a region of the UK (local geographical region in depth)</p> <p>Identify human and physical characteristics, key topographical features, land use patterns; understand how these change over time.</p>
<p>Assessment and indicators</p>	<p>Describe the location of school and its grounds in relation to the local area.</p> <p>Name some key geographical features of school and the local area.</p> <p>Understand that school is in the village of Cheadle which is part of the borough of Stockport, in Greater Manchester in the North West of England.</p>	<p>Make comparisons between features of different places.</p> <p>Understand that school is in the village of Cheadle which is part of the borough of Stockport, in the county of Greater Manchester in the North West of England, in the UK, which is a part of the continent of Europe.</p>	<p>Identify and discuss how a place has changed over time.</p> <p>Name and locate some counties and regions of the UK.</p> <p>Understand that all parts of the UK are not the same.</p> <p>Make comparisons between Greater Manchester and another county of the UK. E.g. location, cities, land use etc</p>	<p>Name and locate some European countries, such as Greece, Italy and Russia.</p> <p>Identify their environmental regions, key physical or human characteristics, countries and major cities.</p> <p>Make comparisons between the North West of England with a contrasting region of Europe</p>	<p>Name and locate some of the world's countries, focusing on North America (USA and Canada) and Central America.</p> <p>Identify the position and significance of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic.</p> <p>Make comparisons between The Lake District</p>	<p>Explain the significance and impact that Manchester has had and how trade links, economy and features have changed over time.</p> <p>Name and locate some cities and counties of the UK.</p> <p>Name and locate the world's countries, focusing on South America.</p>



	<p>Notice things in the place where they are and react to them by commenting.</p> <p>Ask questions and respond to questions – eg what and where?</p> <p>Identify the Equator and North/South Poles.</p> <p>Name and locate counties of the UK.</p> <p>Name and locate capital cities of the UK.</p> <p>Name and locate seas surrounding the British Isles.</p>	<p>Name and locate the world's seven continents and five oceans.</p> <p>(Europe, Africa, Asia, North America, South America, Oceania, Antarctica.</p> <p>Atlantic, Pacific, Indian, Southern, Arctic)</p> <p>Give simple explanations of country boundaries.</p> <p>Give simple explanations of continents.</p>	<p>Understand that Meadowbank is in the Greater Manchester which is in the North West of England.</p>		<p>and The Great Lakes of North America</p> <p>Make comparisons between California and East Yorkshire (coastal link)</p> <p>Name and locate some cities and counties of the UK that have significance with the Historical period of time covered. (Anglo-Saxons/Vikings)</p> <p>Identify the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night)</p>	
Key Vocabulary	<p><i>Physical (feature), human (feature), hot/cold, North/South Pole, Equator, United Kingdom + four countries of UK and capital cities, Republic of Ireland, British Isles, Great Britain North Sea, Irish Sea, English Channel, Celtic Sea, Meadowbank, Councillor Lane, Arctic, Antarctica</i></p>	<p><i>Cheadle, Stockport, Manchester, house., building , community, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, Continent, Europe, Africa, Asia, Australia/ Oceania/ Australasia, North America, South America, Antarctica, physical (feature), human (feature), Northern and Southern Hemisphere</i></p>	<p><i>UK Regions: North East, North West Yorkshire and the Humber West Midlands, East Midlands East Anglia, (Greater) London South East, South West, Local county names: Greater Manchester, Lancashire, Cheshire, Merseyside, Derbyshire. Significant rivers: Nile, Thames, Mersey. Region, rural, urban, land types, population, landlocked</i></p>	<p><i>Europe, continent, Italy, Rome, Greece, Athens, trade, migration, environments, climate, Mediterranean, Baltic, Scandinavia, archipelago, ring of fire ,</i></p>	<p><i>North and Central American country and capital city names: USA, Canada, Mexico, Guatemala, UK counties and regions, longitude, latitude, Prime Meridian, Lake Distract, Niagara Falls, tourism, Tropic of Cancer and Capricorn</i></p>	<p><i>South American country and capital city names: Brazil, Chile, Argentina, biomes, rainforest, desert, savannah, grassland, woodland and tundra, Amazon River, Manchester</i></p>
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Human and Physical geography: enquiry skills and communication	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom (local area).</p> <p>Study the local area (Meadowbank). Locate simple physical and human features on a simple map of the local area.</p>	<p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in a contrasting non-European country (Formby and Daintree in Australia).</p> <p>Use aerial photographs to recognise landmarks and</p>	<p>Name and locate geographical regions and counties of the UK and their identifying human and physical characteristics, key topographical features (hills, mountains, coasts and rivers)</p> <p>Physical geography – know the importance of rivers and how they link to</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country.</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within North America (California and East Yorkshire)</p> <p>Identify key physical and human characteristics of the world's countries with a</p>	<p>Understand geographical similarities and differences through the study of human and physical geography of a region of South America.</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including</p>



	<p>Identify seasonal and daily weather patterns in the United Kingdom.</p> <p>Name and understand the four seasons.</p> <p>Use basic geographical vocabulary to refer to:</p> <p>Key physical features and human features.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p>	<p>basic human/physical features of the local area and countries/capital cities of the UK.</p> <p>Understand characteristics of Cheadle and identify reasons why people would choose to settle there.</p> <p>Identify human and physical features.</p> <p>Use geographical vocabulary to refer to:</p> <p>Key physical features and human features.</p>	<p>the earliest settlements/civilisations. (Comparative study of the River Mersey and the River Nile)</p> <p>Understand some features of rivers.</p> <p>Understand how land use patterns changed over time – link to the earliest settlements.</p> <p>Identify human and physical features.</p> <p>Understand characteristics of Greater Manchester and identify reasons why people would choose to settle there.</p>	<p>trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>Understand key aspects of physical geography: volcanoes and earthquakes.</p> <p>Understand key aspects of physical geography: the water cycle</p> <p>Know the importance of mountains and how they link to the earliest settlements/civilisations.</p> <p>Know some key topographical features of the UK (including hills, mountains and rivers linked to the water cycle)</p>	<p>focus on the historical region chosen. (Maya)</p> <p>Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water of regions of California and East Yorkshire.</p> <p>Describe and understand key aspects of physical geography: coastal processes. (e.g. California, East Yorkshire).</p> <p>Describe and explain what population is and what human and physical factors contribute to changes in population.</p>	<p>trade links, and the distribution of natural resources including energy, food, minerals and water of South America.</p> <p>Understand geographical similarities and differences through study of human/physical geography of a region of the UK (local geographical region in depth): Identify human and physical characteristics, key topographical features, land use patterns; understand how these change over time.</p>
<p>Assessment and indicators</p>	<p>Use secondary sources – pictures, photographs, stories and films to find out about a place.</p> <p>Describe what a place is like in simple terms.</p> <p>Identify seasonal/daily weather patterns in the UK. Know which the hottest / coldest season is in the UK. Recognise and understand main weather symbols.</p> <p>Identify the human and physical features of a given place.</p> <p>Understand and use geographical vocabulary including:</p> <p>Key physical features; beach, cliff, coast, forest, hill, mountain, sea, ocean,</p>	<p>Identify the human and physical features of a given place (e.g. Cheadle).</p> <p>Begin to explain how/why they can find information from aerial photographs.</p> <p>Communicate information using simple mathematical skills (eg tally charts).</p>	<p>Describe & understand key aspects of physical geography, including rivers and mountains.</p> <p>Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied.</p> <p>Identify differences between places.</p> <p>Understand why the earliest builders chose to build next to rivers. Identify how rivers influence settlements.</p> <p>Use maps, atlases, globes and digital maps to locate</p>	<p>Describe & understand key aspects of physical geography, including rivers and mountains. Describe and explain volcanoes/ earthquakes in simple terms.</p> <p>Describe and explain the water cycle using a diagram.</p> <p>Describe key aspects of human geography including types of settlement and land use, economic activity and the distribution of some natural resources of the countries studied. Identify differences between places.</p> <p>Communicate geographical</p>	<p>Describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time.</p> <p>Describe in detail types of settlement, land use, economic activity including trade links.</p> <p>Describe the distribution of natural resources including energy, food, minerals and water in the continents & countries studied.</p> <p>Describe and explain changes in population. Regularly use/ apply maths skills in their work.</p>	<p>Describe processes that give rise to key physical & human geographical features of the world, how these are interdependent and how they bring about spatial variation/change over time.</p> <p>Understand key aspects of: physical geography e.g. climate zones, biomes and vegetation belts.</p> <p>Describe in detail types of settlement, land use, economic activity including trade links.</p> <p>Describe the distribution of natural resources including energy, food, minerals and water in the continents & countries studied. Explain in detail the impact of geographical influences/</p>



	river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.		countries and describe features of rivers studied. Apply mathematical skills when using geographical data.	information in a variety of ways, including through maps and writing at length. Apply mathematical skills when using geographical data etc		effects on people place or themes studied. Know location of places of global significance, their defining physical and human characteristics and how they relate to one another. Regularly use/ apply maths skills in their work.
Key Vocabulary	<i>Building, farm, road, park, path, people, village, town, city, capital city, house, shop, factory, office, port, harbour, weather, seasons, river, soil, valley, vegetation, season/seasonal, winter, spring, summer, autumn, weather, temperature, rain fall, wind, snow, hail, sun, fog.</i>	<i>Beach, sea, ocean, Marine, cliff, coast, sand dunes, forest, lake, river, desert, mountain / hill, countryside, forest / wood.</i>	<i>Urban, rural, region, Country, County, Borough, suburb, metropolitan, city, settlement, land use, retail industry/industrial leisure/ tourism /business, land type, motorway, airport, river, stream, source, mouth, meander, oxbow lake, tributary, estuary,</i>	<i>Coast, Rural, Climate, Earthquake, volcano, lava magma, crater, dormant, extinct, geothermal, earthquake, water cycle, river, lake, source, summit, trade, evaporation, condensation, precipitation, collection, renewable.</i>	<i>Trade, economy, population distribution, population density, population growth, demographic, migration, immigration, push factors, pull factors,</i>	<i>Biomes, climate zones, rainforest forest, floor/understory canopy/emergent layer, wildfire, plains, canyon, Deforestation, import/export, sustainability, climate change, renewable/non-renewable energy, globalisation, fair/ethical trading energy, production economy, natural resources, energy, food, minerals and water.</i>
Year Group Connected Concepts	Key Stage 1 Cause and Effect, Structures, Significance		Lower Key Stage 2 Cause and Effect, Structures, Significance		Upper Key Stage 2 Cause and Effect, Structures, Significance	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Using globes, maps and plans Map work skills	Use world maps, atlases and globes to name, locate and identify the characteristics of the four countries and capital cities of the UK and its surrounding seas. (England, Scotland, Wales, Northern Ireland, London, Edinburgh, Cardiff, Belfast, Atlantic Ocean, English Channel, North Sea, Irish Sea, Celtic Sea) Play games with globes and maps. Identify the location of hot and cold areas of the world in relation to the Equator and the North and South	Name and locate the world's seven continents and five oceans. (Europe, Africa, Asia, North America, South America, Oceania, Antarctica. Atlantic, Pacific, Indian, Southern, Arctic) Use simple compass directions (North, South, East and West) Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.	Use atlases, maps and globes to name and locate the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Begin to use an atlas to find places using the index and contents. Use the eight points of a compass (N, S, E, W, NW,	Use atlases, maps and globes to name and locate some of the world's countries, focusing on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Use an atlas to find places using the index and contents.	Use atlases, maps and globes to name and locate the world's countries, focusing on North America (USA and Canada), concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Use atlases, maps and globes to name and locate some of the world's countries, focusing on Central America, concentrating on their environmental regions, key physical and human characteristics, countries	Use atlases, maps and globes to name and locate the world's countries, focusing on South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Identify the position and significance of longitude and latitude, Equator, Northern Hemisphere, Southern Hemisphere, the



	<p>Poles.</p> <p>Follow and use locational and directional language) to describe the location of features and routes on a map.</p> <p>Begin to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p>Draw a simple picture map or plan with labels.</p> <p>Follow a simple map.</p> <p>Use maps and globes to locate hot and cold areas of the world.</p>	<p>Devise a simple map.</p> <p>Follow a simple map.</p> <p>Use and construct basic symbols in a key.</p> <p>Identify and understand country boundaries.</p>	<p>NE, SW, SE) symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom.</p> <p>Begin to understand simple grid references.</p>	<p>Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and Europe.</p> <p>Locate places using 4 figure grid references.</p> <p>Identify the equator, tropic of Cancer and tropic of Capricorn on a globe or map.</p> <p>Identify the Northern and Southern Hemisphere on a globe or map.</p> <p>Begin to understand scaled maps.</p>	<p>and major cities.</p> <p>Name and locate counties and cities of the United Kingdom/</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Identify the position and significance of longitude and latitude, the Prime/Greenwich Meridian and time zones (including day and night)</p> <p>Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE) symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world.</p> <p>Use 4 and 6 figure grid references.</p>	<p>Tropics of Cancer and Capricorn, Arctic and Antarctic.</p> <p>Use the eight points of a compass (N, S, E, W, NW, NE, SW, SE), symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and wider world.</p> <p>Use 4 and 6 figure grid references.</p>
<p>Assessment and indicators</p>	<p>Find the given locations and features on a world map and globe.</p> <p>Know that maps give information about the world (where and what)</p> <p>Follow a route on a prepared map and find information.</p> <p>Recognise simple features on maps such as buildings, roads and fields.</p> <p>Begin to use aerial photographs and plan perspectives to identify features of the school grounds and local area.</p> <p>Use directional and positional language (up, down, left, right, near, far)</p>	<p>Find the given locations and features on a world map and globe.</p> <p>Follow and describe a route on a prepared map.</p> <p>Find information on aerial photographs including human and physical features of the school grounds and local area.</p> <p>Recognise key features of a map: title, key, symbols</p> <p>Use maps to talk about everyday life for example, where I live, journey to school, where places are in a locality.</p> <p>Use simple compass directions (NSEW)</p>	<p>Locate given locations using maps, globes and atlases.</p> <p>Use large scale maps outside.</p> <p>Make and use simple route maps.</p> <p>Locate features on maps.</p> <p>Use oblique and aerial views.</p> <p>Understand how to read simple grid references.</p> <p>Use the eight points of a compass.</p> <p>Locate and describe features of the rivers studied.</p> <p>Make a map of a short route (real life experience)</p>	<p>Locate given locations using maps, globes and atlases.</p> <p>Use maps at more than one scale.</p> <p>Use thematic maps.</p> <p>Recognise that contours show height and slope.</p> <p>Follow routes on maps.</p> <p>Give direction instructions up to 8 cardinal points.</p> <p>Use 4-figure coordinates to locate features.</p> <p>Make a map of small area with features in correct places.</p> <p>Use and understand some Ordnance Survey style symbols</p>	<p>Locate given locations using maps, globes and atlases.</p> <p>Relate maps to each other and to vertical aerial photographs.</p> <p>Follow routes on maps.</p> <p>Use thematic maps for specific purposes.</p> <p>Use eight points of a compass.</p> <p>Use 4 and 6-figure coordinates to locate features.</p> <p>Understand that 6 figure Grid References can help find a place more accurately than 4- figure coordinates.</p>	<p>Locate given locations using maps, globes and atlases.</p> <p>Appreciate different map projections.</p> <p>Interpret distribution maps and use thematic maps for information</p> <p>Follow routes on maps.</p> <p>Follow a route on 1:50 000 Ordnance Survey map</p> <p>I can describe and interpret relief features.</p> <p>Use eight points of a compass, six figure grid references</p> <p>Identify the position and significance of longitude and latitude, Equator, Northern Hemisphere,</p>



	<p>Draw a simple picture map or plan with labels. (real or imaginary place) for example, freehand maps of gardens, watery places, route maps, places in stories.</p> <p>Know that symbols mean something on maps.</p> <p>Start to use symbols on maps (own and class agreed symbols).</p> <p>Use Digimap and Google Maps to draw a simple route, zoom in and out of a map and highlight given areas.</p> <p>Use Digimap and Google Maps to identify country boundaries of the UK.</p>	<p>Use an aerial photograph to draw a map to include key features.</p> <p>Use symbols on maps (own and class agreed symbols).</p> <p>Find a given Ordnance Survey symbol on a map with support.</p> <p>Know that when you 'zoom in' you see a smaller area in more detail.</p> <p>Use Digimap and Google Maps to find places using a postcode or simple name search.</p> <p>Use Digimap and Google Maps to add simple information to maps for example, labels and markers and images.</p> <p>Use Digimap and Google Maps to draw around simple shapes and explain what they are on the map for example, houses.</p>	<p>with features in correct order.</p> <p>Understand the need for a key.</p> <p>Use and understand some Ordnance Survey symbols.</p> <p>Begin to understand scale and distance on a map, using and applying mathematical skills.</p> <p>Use Digimap and Google Maps to use the zoom function to locate places.</p> <p>Use Digimap and Google Maps to use the zoom function to explore places at different scales.</p> <p>Use Digimap and Google Maps to add a range of annotation labels and text to help me explain features and places.</p> <p>Use Digimap and Google Maps to use the measuring tool with support to show distance for example, my house to school, to the shops.</p>	<p>Use the scale bar to estimate distance.</p> <p>Use the scale bar to calculate some distances.</p> <p>Use Digimap and Google Maps to highlight an area on a map and measure it using the Area Measurement Tool.u</p> <p>Use Digimap and Google Maps to use the grid reference tool to record a location.</p> <p>Use Digimap and Google Maps to add photographs to specific locations.</p>	<p>Give directions and instructions to 8 cardinal points.</p> <p>Use latitude and longitude in an atlas or globe.</p> <p>Make sketch maps of an area using symbols and key.</p> <p>Use agreed and Ordnance Survey symbols.</p> <p>Use a scale bar on a map.</p> <p>Use a range of viewpoints up to satellite.</p> <p>Use models and maps to talk about contours and slope.</p> <p>Describe height and slope using maps, fieldwork and photographs.</p> <p>Use Digimap and Google Maps to: find 6-figure grid references and check using the Grid Reference Tool.</p> <p>Use Digimap and Google Maps to combine area and point markers to illustrate a theme.</p>	<p>Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic.</p> <p>Make a plan for example, garden, play park; with scale.</p> <p>Draw thematic maps for example, local open spaces.</p> <p>Draw scale plans.</p> <p>Know 1:50.000 Ordnance survey symbols and atlas symbols.</p> <p>Use a scale bar on all maps.</p> <p>Use a linear scale to measure rivers.</p> <p>Read and compare map scales.</p> <p>Use Digimap and Google Maps to use maps at different scales to illustrate a story or issue.</p> <p>Use Digimap and Google Maps to use maps to research factual information about locations and features.</p> <p>Use Digimap and Google Maps to use linear and area measuring tools accurately.</p>
Key Vocabulary	<i>Aerial photograph, messy map, globe, atlas, map, digimap, key, symbols, direction, route, Right/ left, up/down, near/far, hot, cold, equator.</i>	<i>Sketch map, compass, compass points: North South East West, continents, north/south hemisphere.</i>	<i>Compass points: NW NE SE SW, Ordnance Survey map, coordinates, county, region.</i>	<i>4 figure grid reference, Contours, elevation, relief, height, Tropics of Cancer and Capricorn.</i>	<i>Latitude, longitude, North/ South hemisphere, time differences, time zones, six-figure grid references, easting/northing, population maps.</i>	<i>Scale, GIS.</i>
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fieldwork	Use simple fieldwork and observational skills to study the geography of their school and its	Use simple fieldwork and observational skills to study the geography of their school and its	Use fieldwork to observe, measure, record and present the human and physical features in the	Use fieldwork to observe, measure, record and present the human and physical features in the	Use fieldwork to observe, measure, record and present the human and physical features in the	Use fieldwork to observe, measure, record and present the human and physical features in the



	<p>grounds and the key human and physical features of its surrounding environment.</p> <p>Fieldwork of the local area, e.g. looking at shops in the locality – look at how buildings/shops have changed over time.</p> <p>Use first hand observation to investigate places - the school grounds, the streets around school and the local area.</p> <p>Use some of their senses to observe places.</p> <p>Identify simple types of buildings and places around them and know their own special features.</p>	<p>grounds and the key human and physical features of its surrounding environment.</p> <p>Identify human and physical features in Cheadle.</p> <p>Use compass to identify the position of landmarks.</p> <p>Complete a chart to express opinions during Fieldwork.</p> <p>Recognise and record different types of land use, buildings and environments</p>	<p>local area using a range of methods, including sketch maps and graphs.</p> <p>Conduct surveys and carry out a simple questionnaire.</p> <p>Use simple equipment to measure and record.</p> <p>Investigate the local area, looking at types of shops, services and houses.</p> <p>Apply mathematical skills in data handling to geography fieldwork.</p>	<p>local area using a range of methods, including sketch maps and graphs.</p> <p>Conduct surveys and carry out a simple questionnaire.</p> <p>Use simple equipment to measure and record.</p> <p>Investigate the local area, looking at types of shops, services and houses.</p> <p>Apply mathematical skills in data handling to geography fieldwork.</p>	<p>local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Collect, analyse and communicate with range of data gathered in experiences of fieldwork to show an understanding of some geographical processes.</p> <p>Carry out a focused in depth study, looking at issues/ changes in the area.</p> <p>Describe how & why an area may change in the future.</p>	<p>local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Complete a small fieldwork project with a detailed method and analysis of results.</p> <p>Carry out a focused in depth study, looking at issues/ changes in the area.</p> <p>Describe how & why an area may change in the future.</p>
<p>Assessment and indicators</p>	<p>Draw simple field sketches.</p> <p>Take digital photographs of locations visited.</p> <p>Measure and record simple weather data.</p> <p>Use maps, pictures and stories to find out about different places.</p> <p>Make models of visited places.</p> <p>Recognise simple human and physical features on an aerial photograph or simple map, showing an awareness that objects look different from above.</p> <p>Present geographical data as a tally chart.</p>	<p>Use simple field sketches and diagrams with labels.</p> <p>Use a camera to take digital photographs and use for comparing and contrasting (what is the same and what is different?)</p> <p>Use plan view or aerial photos to recognise landmarks and to describe geographically the human and physical features</p> <p>Collect and organise simple data from first and second hand sources including fieldwork.</p> <p>Collect simple data using Questionnaires</p> <p>Use fieldwork techniques to explore a local environmental issue such as the traffic around school or litter.</p>	<p>Draw and use more detailed field sketches and diagrams, using symbols for a key, labels and a title.</p> <p>Make models and annotated drawings (linked to topographical features</p> <p>Observe, measure and record features in the local area responding to a range of geographical questions</p> <p>Present data using bar charts, pictograms and tables.</p> <p>Visit and explore the physical and human geography of a relevant place. (eg river).</p>	<p>Field sketching - Pick out the key lines and features of a view in the field using a viewfinder to help.</p> <p>Annotate sketch with descriptive and explanatory labels.</p> <p>Make models and annotated drawings (linked to volcanoes and mountains).</p> <p>Accurately measure and collect information</p> <p>Suggest where in the world an aerial photo or satellite image shows, explaining reasons for their suggestions.</p> <p>Visit and explore the physical and human geography of a relevant place. (eg mountain).</p> <p>Begin to relate the graphical representation of data to recording change over time.</p>	<p>Field sketches show understanding of pattern, movement and changes; and use sketches as evidence in an investigation.</p> <p>Draw in scale – accuracy of scale locate information/ place with speed and accuracy use key to make deductions about landscape/ industry/ features etc</p> <p>Investigate local buildings, land use, facilities etc in the local area.</p> <p>Economic activities – investigate local shops: how far do people travel to them and why?</p> <p>Create soundscapes through sound recordings (different parts of a location).</p> <p>Take and annotate digital</p>	<p>Field sketches should show understanding of pattern, movement and change. Select field sketching from a range of techniques for an investigation. Evaluate quality of the evidence it gives. Annotate sketches to describe and explain geographical processes and patterns.</p> <p>Use maps, aerial photos, plans and web resources to describe what a locality might be like.</p> <p>Take and annotate digital photos with labels and captions linked to learning. Create soundscapes through sound recordings</p> <p>Encounter and draw graphs relating two variables, arising from their own enquiry.</p> <p>Construct pie charts and line graphs.</p>



		<p>Explain simple patterns and offer an explanations</p> <p>Ask and answer geographical questions</p> <p>Make comparative statements about findings.</p> <p>Construct simple pictograms, tally charts, block diagrams and simple tables.</p>		<p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p>	<p>photos with labels and captions linked to learning.</p> <p>Design and use a questionnaire to collect qualitative data.</p> <p>Design and conduct fieldwork interviews.</p> <p>Complete, read and interpret information in tables</p> <p>Solve comparison, sum and difference problems using information presented in a line graph.</p>	
Key Vocabulary	<p><i>Fieldwork, observe, investigate, question, collect, plan, evaluate, present, emotional mapping, sketch, labels, messy map, route, survey.</i></p>	<p><i>Fieldwork, observe, investigate, question, collect, plan, evaluate, present, emotional mapping, sketch, labels, messy map, route, survey, compass.</i></p>	<p><i>Fieldwork, observe, measure, investigate, question, collect, plan, evaluate, present, annotated sketch, compass, survey, symbols, key, field sketch, graphs, charts, pictogram.</i></p>	<p><i>Fieldwork, observe, measure, investigate, question, collect, plan, evaluate, present, annotated sketch, compass, survey, symbols, key, field sketch, graphs, charts, pictogram.</i></p>	<p><i>Fieldwork, observe, measure, investigate, question, collect, plan, evaluate, present, annotated sketch, compass, survey, symbols, key, field sketch, graphs, charts, interpret, compare.</i></p>	<p><i>Fieldwork, observe, measure, investigate, question, collect, plan, evaluate, present, annotated sketch, compass, survey, symbols, key, field sketch, graphs, charts, interpret, compare, GIS .</i></p>