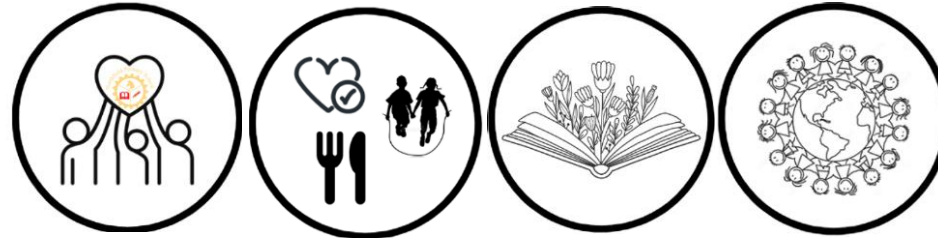


# Progression Map

## Geography





3 I's: Intent, Implementation, Impact

### Intent

At Northfield, children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it. We intend for children to become passionate, educated citizens who are knowledgeable about our local community and beyond. This is a focus of one of the key curriculum drivers: Four Corners of the World: school, local, national and global. Our aim when teaching geography is to inspire in children a curiosity and fascination about the world and the people in it; to promote their interest and understanding of diverse places, people, resources and an understanding of the Earth's key physical and human characteristics. They will be provided with opportunities to take their learning beyond the classroom allowing them to enrich their knowledge by exploring their local area and visiting places they may not normally visit. Our geography curriculum enables children to develop knowledge and skills that are transferrable to other areas of the curriculum. Children will be able to develop their skills by interpreting a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and collecting and reading geographical data. They will know and be able to use a range of geographical vocabulary. They will be able to present their findings in a variety of ways including maps, diagrams and graphs. Children will have opportunities to investigate and make enquiries about their local area of Mansfield and Nottinghamshire, so that they can develop a sense of who they are, their heritage and what makes the local area unique and special. Learning experiences and residential visits fuel a natural curiosity and they become increasingly aware of human and physical geography and the part they play in it.

### Implementation



- As a school, the Early Years Foundation Stage (EYFS) follows the ‘Development Matters in the EYFS’ guidance. Years 1 to 6 follow the National Curriculum (2014) guidelines, and our skills and progression document for geography. This ensures that all aspects, knowledge and skills of geography are taught across all year groups.
- Our whole school annual approach to the teaching and learning of Geography involves the following: Geography is taught in planned topic blocks either termly or half-termly by the teacher so that pupils achieve depth in their learning. Teachers have identified the key knowledge and skills of each topic and consideration has been given to ensure progression across topics within each year group throughout school. This is evidenced in the curriculum planning document.
- Outcomes in Geography books evidence a broad and balanced geography curriculum and demonstrate the children’s acquisition of identified key knowledge, vocabulary and skills.
- To develop reading, where appropriate, geographical fiction is used to support and enhance learning (e.g. ‘What is a River?’ in Year 4) as a source questioning ‘What can we learn?’
- In lessons, specific key vocabulary is shared at the start and is displayed (dual-coded) in the classroom, which enables pupils to develop their geographical vocabulary and use it confidently and competently. Reading plays a vital role in the teaching of geography as pupils see the key vocabulary in context and supports the application of knowledge in other areas of the curriculum. It can help them to understand the story setting and where it is in relation to their place in the world and understand some of the geographical content of the text.
- In lessons, at the beginning staff share the key vocabulary, the key geographical topic question and the key facts for the topic. A retrieval task will enable children to recall and practice prior learning to help them know and remember more.
- Ongoing formative assessment is used to ensure all lessons are relevant; this helps to plan next steps. Pupil’s knowledge is assessed using a 10-mark assessment; results can identify gaps in learning providing a clear picture for re-teaching to build strong geographical foundations for all pupils.
- Outdoor learning, including fieldwork, enriches the geography curriculum, with a range of geographical equipment used in different locations to enrich and engage pupils’ knowledge and skills.
- By the end of Year 6 our pupils will understand the part of the world in which they live and will understand and celebrate their family heritage; they will have developed a broad understanding of local, country, continent and world.

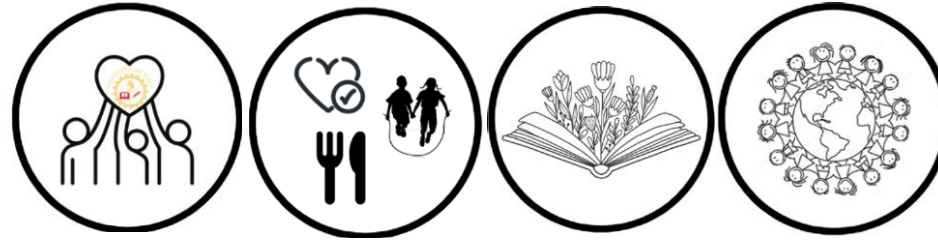
### Impact



At Northfield Primary, Geography will be monitored by the subject leader throughout all year groups using a variety of strategies such as: book monitoring, learning walks, curriculum conversations with staff and pupil interviews. Evidence from this monitoring should indicate:

- Children will be engaged and inquisitive geographers as lessons will have developed their curious minds giving meaning to their lives today and influencing decisions tomorrow.
- Children will know more, remember more and understand more about people and place as they explore, navigate and understand the world around them.
- Children will receive high-quality teaching which promotes questioning from pupils and critical thinking as they progress through year groups building on prior knowledge and skills.
- Children will learn lessons from geography and understand that it can give meaning to their lives today and can influence decisions that they make in their lives in the future, developing empathy and respect for people both past and present.
- They will have a clear understanding of geography on a local level.
- Where applicable, children will have encountered or participated in high-quality visits / visitors and fieldwork to further appreciate the impact of geography.
- Children will retain prior learning and make connections between prior and current learning and make connections to other areas of the curriculum.
- Children will have opportunities to develop reading skills from fact and fiction sources.

As Geographers, children will be inspired to be curious, committed to caring for and fascinated by the Four Corners of the World: school, local, national and global including its places and people which will remain life-long learning.



## National Curriculum

### National Curriculum Aims

The National Curriculum for Geography aims to ensure that all pupils:

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



## Key Stage 1

Pupils should be taught:

### Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- 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

### Human and physical geography

- 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
- Use basic geographical vocabulary to refer to \*key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather \*key human features, including city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- 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
- 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
- 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



## Key Stage 2

Pupils should be taught:

### Locational knowledge

- Locate the world's countries, using maps to focus on Europe (including the location of Russia and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities)
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- 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 the time zones (including day and night)

### Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

### Human and physical geography

- Describe and understand key aspects of: \*physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle \*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

### Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- Use the eight points of a compass, four and six-figure grid reference, symbols and key to build their knowledge of the United Kingdom and the wider world
- 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.



Geography Curriculum Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1		Local area study. Where am I?		Studying the four countries of the UK. Which country would you rather live in in the United Kingdom?		Weather and climate
Year 2		Cold places: including oceans and continents How is the North Pole different to the South Pole?		Hot places: including oceans and continents How does life in tropical places compare to living in the United Kingdom?		Comparing Mansfield to Mumbai How do we live in global harmony?
Year 3	Physical geography How does the movement of the Earth's tectonic plates affect its landscape?			What is a river?		Contrasting localities. How do you think living in Whitby would compare to living in Mansfield Woodhouse?
Year 4	Land use How is land used in our local area?			What is the power and draw of Rome?		Getting our bearings: Where am I?
Year 5	The UK What are the geographical features of the UK?		Scandinavia: How does our geography compare?			The UK and its economic activity
Year 6		Using maps and grid references. How can we create a map of our local community?	Biomes and vegetation belts. Are all biomes equally viable?		Human and physical features of the Americas and how they differ. What does the geography of modern Central America tell us about the Mayan people?	



## EYFS Progression Map – Becoming a Geographer

### ELG People, Culture and Communities

Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.

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.

EYFS baseline	End of Autumn	End of Spring	End of EYFS (ELG's)	Year 1 National Curriculum
I can talk about places I have visited.	I understand that there are other countries in the world.	I can listen to stories and look at non-fiction texts to help me to understand the similarities and differences between life in this country and life in other countries.	I can explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, nonfiction texts and when appropriate maps.	I can understand geographical similarities and differences through studying the human and physical GEOG of a small area of the UK and a small area in a contrasting non-EU country (GEOG)
I show an interest in maps in my play.	I am beginning to explore simple maps.  I can talk about where I live, what I see, places I go.	I can draw information from a simple map.  I can observe and begin to describe my immediate environment.	I can describe my immediate environment using knowledge from observation, discussion, stories, nonfiction texts and maps.	I can use basic geographical vocabulary to refer to –key physical features -key human features (GEOG) I can use world maps, atlases and globes (GEOG). I can use simple fieldwork and observational skills to study the GEOG of their school and it's ground and the key human features of its surrounding environment (GEOG).



	Topic	Lesson sequence	Substantive knowledge	Disciplinary knowledge	Key vocabulary
<b>Year 1</b>					
<b>Autumn 2</b>	<b>Local area study. Where am I?</b>	1) To create a simple map of the classroom using a simple key. (describe what the classroom is like) 2) To use aerial photographs to locate my school on the street. To know and use the four compass points north, south, east and west with support. 3) To locate my village and the town of Mansfield on a simple map of the UK. 4) To identify human features of school and its locality – school and Cox’s Lane. 5) To identify physical features surrounding school and its locality – school and Cox’s Lane 6) To explore the school grounds identifying human and physical features.	To know that Northfield Primary School is in Mansfield Woodhouse adjacent to the town of Mansfield.  To know that Mansfield Woodhouse is in England.  To know what a human feature is – village, house, shop, office, school, factory.  To know what a physical feature is – river, woodland, field, hill, soil.  To know the first 4 points of the compass: north, east, south, west.	<u>Locational Knowledge</u> ❖ To understand how my local area fits within the United Kingdom.  <u>Human Geography</u> ❖ To use basic geographical vocabulary to refer to human features of the school and the surrounding area.  <u>Physical Geography</u> ❖ To use basic geographical vocabulary to refer to the physical features of the school and surrounding area.  <u>Geographical Skills and Fieldwork</u> ❖ To create a simple map of the classroom. ❖ To create a simple map for a key. ❖ To use aerial photographs to locate the school. ❖ To use maps and compass directions with support.	Key, human features, village, shop, house, office, school Physical features, river, hill, woodland, compass, north, east, south, west.



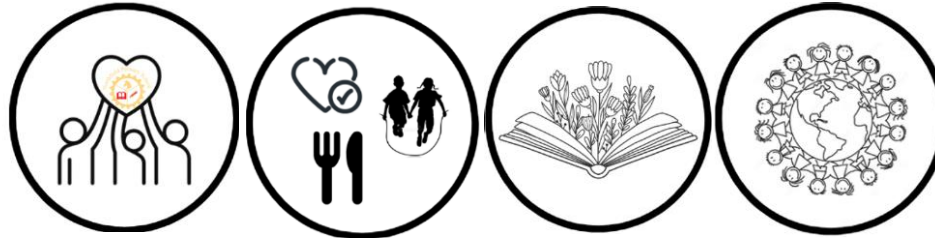
<p>Spring 2</p>	<p>Where would you rather live in the United Kingdom England, Scotland, Wales or Northern Ireland?</p>	<ol style="list-style-type: none"> <li>1) To locate the 4 countries of the United Kingdom on a map. Describe their location in relation to each other using the four compass points north, east, south and west.</li> <li>2) To name, locate and identify the human and physical features of England including its capital city.</li> <li>3) To name, locate and identify the human and physical features of Scotland including its capital city.</li> <li>4) To name, locate and identify the human and physical features of Wales including its capital city.</li> <li>5) To name, locate and identify the human and physical features of Northern Ireland including its capital city.</li> <li>6) To name and locate the surrounding seas of the United Kingdom.</li> <li>7) To present the information gathered to answer the key question. Where would you rather live in the United Kingdom England, Scotland, Wales or Northern Ireland.</li> </ol>	<p>The four countries of the UK are: England; Scotland; Wales; and Northern Ireland.</p> <p>The capital city of England is London.</p> <p>The capital city of Scotland is Edinburgh.</p> <p>The capital city of Wales is Cardiff.</p> <p>The capital city of Northern Ireland is Belfast.</p> <p>The surrounding seas are: English Channel; North Sea; Irish Sea; and Atlantic Ocean.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand that the UK is split into four countries.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand settlement is a place where people live and sometimes work.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand that land has height.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To know how to use an atlas.</li> <li>❖ Begin to understand keys in an atlas.</li> <li>❖ To use the four compass points.</li> </ul>	<p>country, compass, north, east, south, west, settlement, atlas, aerial, sea, capital city, physical processes, human features, landmark, river, symbol</p>
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<p>Summer 2</p>	<p>What is the Weather like on my school grounds?</p>	<ol style="list-style-type: none"> <li>1) To explain the difference between weather and climate.</li> <li>2) To read a weather map in a temperate place – identify weather symbols.</li> <li>3) To collect weather data in a temperate place – collect weather data over a seven-day period.</li> <li>4) To record the weather using data collected.</li> <li>5) To analyse the weather data – was the weather expected? Were there any patterns in the weather?</li> </ol>	<p>There are four climate zones: cold polar, warm, tropical and temperate.</p> <p>The United Kingdom has a temperate climate it does not often get too hot or too cold.</p> <p>The weather is not always the same. It can change because of the season.</p> <p>Climate is worked out by looking at weather patterns in one area of a long time.</p> <p>Weather tells us what it is like outside each day.</p>	<p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To identify weather patterns in a chosen location.</li> </ul> <p><u>Geographical skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To understand a basic weather map.</li> <li>❖ To conduct fieldwork to collect weather data.</li> <li>❖ To record findings from weather data collected.</li> <li>❖ To interpret data – was the weather expected?</li> </ul>	<p>weather, climate, temperate, data, symbol, season</p>
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Year 2					
Autumn 2	How is the North Pole different to the South Pole?	<p>1) To locate and name the seven continents and the five oceans on a map of the world.</p> <p>2) To locate the Equator and the North and South Poles using an atlas and globe.</p> <p>3) To locate the Arctic and identify key physical and human features including seasonal changes in the weather.</p> <p>4) To locate Antarctica and identify key physical and human features including seasonal changes in the weather.</p> <p>5) To learn that climate can affect the polar regions</p> <p>6) To explain how the North Pole is different to the South Pole.</p>	<p>The Equator is the invisible line across the middle of the world.</p> <p>The coldest places are in the North and South Poles which are the furthest away from the Equator.</p> <p>The Arctic is in the North Pole.</p> <p>Antarctica is in the South Pole.</p> <p>The weather and climate at both poles are similar. There are two seasons in the polar region, winter and summer.</p> <p>Climate change is affecting the polar regions.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To name and locate the Equator.</li> <li>❖ To name and locate the polar regions (Arctic and Antarctica).</li> <li>❖ To name and locate the United Kingdom.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To name physical features of the polar regions using geographical language (ocean, ice, iceberg, mountain, ice cap, crevice)</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To name human features of the polar regions using geographical vocabulary (Inuit village, research station, scientific station)</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use an atlas and globe to locate the Equator, the polar regions and the United Kingdom.</li> <li>❖ To understand the similarities and differences between the polar regions and my country.</li> </ul>	<p>continent, ocean, Equator, North Pole, South Pole, Arctic, Antarctica, Inuit, polar region</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">How does life in tropical places compare to life in the United Kingdom?</p>	<ol style="list-style-type: none"> <li>1) To use an atlas to identify the seven continents and five oceans on a map.</li> <li>2) To locate and identify key features of a tropical place – rainforest. Include position from the Equator using the four compass points.</li> <li>3) To identify and explain weather and climate in the rainforest.</li> <li>4) To name the layers of the rainforest and identify their key features.</li> <li>5) To explain the effects of human activity (deforestation) on the rainforest.</li> <li>6) To explain the effect of deforestation on local tribes.</li> <li>7) To explain similarities and difference to living in a temperate or tropical climate (Venn diagram tropical and temperate)</li> </ol>	<p>The five oceans are called Arctic, Atlantic, Pacific, Southern, Indian</p> <p>The seven continents are called Europe, Africa, Asia, North America, South America, Antarctica, Australia.</p> <p>Tropical places are located near to the Equator.</p> <p>It is hot and wet in the rainforest all year round.</p> <p>There are 4 layers of the rainforest: emergent layer, the canopy, the understorey and the forest floor.</p> <p>Deforestation is the clearing or cutting down of forests.</p> <p>A temperate climate does not often get too hot or too cold.</p> <p>Tropical climates are warm or hot throughout the year.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To name and locate the seven continents and the world’s five oceans.</li> <li>❖ To identify places near to the Equator.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand geographical similarities and differences between living in a tropical place and a temperate climate.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To begin to understand how humans can affect the world we live in.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To use geographical vocabulary to describe the weather and climate in a tropical place.</li> <li>❖ To understand that the rainforest is made up four different layers.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use an atlas and globe to locate the seven continents and five oceans.</li> <li>❖ To use the four compass directions and locational and directional language to describe the location of countries in relation to the Equator.</li> <li>❖ To understand the similarities and differences between my country and another part of the world.</li> </ul>	<p>Tropical, temperate, Equator, rainforest, emergent layer, canopy, understorey, forest floor, climate, deforestation, continent, ocean,</p>
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<p>Summer 2</p>	<p>Comparing Mansfield to Mumbai. How do we live together in global harmony?</p>	<ol style="list-style-type: none"> <li>1) To locate Mansfield and know it's human and physical features.</li> <li>2) To locate India and it's human and physical features.</li> <li>3) To locate Mumbai and know it's human and physical features.</li> <li>4) To compare and contrast Mansfield and Mumbai.</li> <li>5) To describe what links Mansfield and Mumbai.</li> <li>6) To explain how we live together in global harmony.</li> </ol>	<p>Mansfield is a town in England, part of the UK, in Europe.</p> <p>Mumbai is a city on the west coast of India, in Asia.</p> <p>Human geography is the study of where people live, their cities and towns, jobs, population and their impact on the land.</p> <p>Physical geography is the study of the Earth's natural features eg mountains, rivers, seas and climate.</p> <p>Mumbai and Mansfield are linked through shared history and global trade.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To name and locate Mansfield on a map.</li> <li>❖ To name the seven continents.</li> <li>❖ To name and locate India and Mumbai.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand geographical similarities and differences by studying the human and physical geography of a small area of the UK and a small area of a contrasting non-European country.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To use basic geographical vocabulary to refer to human features (city, town, harbour, railway, roads, shops, offices, population)</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To use basic geographical vocabulary to refer to physical features (river, sea, beach)</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use an atlas and globe to locate the seven continents and five oceans.</li> <li>❖ To locate the Equator.</li> <li>❖ To use maps and atlases to locate England, Mansfield, India and Mumbai.</li> <li>❖ To use simple compass directions and locational and directional language to describe the location and features on a map.</li> <li>❖ To aerial photographs to recognise human and physical features.</li> <li>❖ To use a key.</li> <li>❖ To understand the similarities and differences between Mansfield and Mumbai.</li> </ul>	<p>Mansfield, Mumbai, England, India, Europe, Asia. map, atlas, continent, sea, ocean, human features, physical features,</p>
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Year 3					
Autumn 1	<b>Extreme Earth</b> How does the movement of the Earth's tectonic plates affect its landscape?	<ol style="list-style-type: none"> <li>1) To know the different layers that make up the Earth.</li> <li>2) To understand that the Earth's crust is made up of tectonic plates, which are constantly moving plates.</li> <li>3) To understand what a mountain is and how some mountains are formed.</li> <li>4) To understand the impact earthquakes have on the landscape.</li> <li>5) To explain how volcanic eruptions occur and its impact on the environment.</li> <li>6) To explain how the movement of the Earth's tectonic plates affects its landscape.</li> </ol>	<p>The layers of the Earth are the crust, mantle, outer core and inner core.</p> <p>A volcano is a land form usually a mountain where molten rock erupts through the surface of the earth.</p> <p>Volcanoes are formed when pressure builds up inside the earth. This affects the earth's crust causing magma to sometimes erupt through it.</p> <p>Earthquakes are caused when the earth's tectonic plates suddenly move.</p> <p>Some mountains are formed when the tectonic plates push together forcing the ground up.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate some of the world's major mountain ranges.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To appreciate why people would choose to live where they do despite physical features making it challenging.</li> <li>❖ To appreciate the impact of natural disasters on human lives.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand some of the key aspects of mountains, earthquakes and volcanoes.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To understand and interpret a cross sectional diagram showing the different layers of the earth.</li> <li>❖ To use an atlas to locate some of the major mountain ranges of the world.</li> <li>❖ To analyse evidence and begin to draw conclusions from photographs by making comparisons between a location before and after a natural disaster.</li> </ul>	<p>tectonic plates, dormant, active, extinct, erupt, lava, magma, mantle, core, crust, summit, volcano, mountain, earthquake.</p>



<p>Spring 2</p>	<p>What is a river?</p>	<ol style="list-style-type: none"> <li>1) To describe how the water cycle works.</li> <li>2) To recognise the features and courses of a river.</li> <li>3) To describe the journey of a river from source to mouth.</li> <li>4) To name and locate some of the world's longest rivers.</li> <li>5) To describe how rivers are used.</li> <li>6) To identify and locate human and physical features of our local river.</li> </ol>	<p>All rivers begin at the source, which is usually a high place such as a hill or a mountain. The end of the river is called its mouth.</p> <p>A river has 3 stages: the upper course, the middle course and the lower course.</p> <p>The River Nile, in Africa, is the longest river in the world.</p> <p>There are two rivers that flow through Mansfield: The River Meden and The River Maun.</p> <p>Rivers provide us with food, energy, recreation, transportation routes and hydration.</p> <p>A tributary is when one stream or river meets another, and they merge together.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate world's longest rivers and the continents they are on.</li> <li>❖ To locate the rivers in our local area.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To identify how humans use rivers.</li> <li>❖ To discuss how human activity impact on rivers.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand some of the aspects of rivers.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use observation skills to answer questions.</li> <li>❖ To use a range of maps and other geographical information sources.</li> <li>❖ Demonstrate an understanding of the difference between Ordnance Survey and other maps and when it is most appropriate to use each.</li> <li>❖ To complete annotated drawings and field sketches to record observations.</li> <li>❖ To take digital photo and annotate them with labels or captions.</li> </ul>	<p>source, mouth, tributary, meander, estuary, upper/middle/lower course, River Meden, River Maun</p>
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<p>Summer 2</p>	<p>Contrasting localities. How do think living in Whitby would compare to living in Mansfield Woodhouse?</p>	<p>1) To recognise the human and physical features of a coastal village, 6 miles south of Whitby.</p> <p>2) To use compass points to identify and locate areas around Whitby.</p> <p>3) To apply their knowledge of compass points to identify and locate areas around Mansfield Woodhouse.</p> <p>4) To compare and contrast physical features of Mansfield Woodhouse with those of Whitby.</p> <p>5) To compare the human geography of Whitby to Mansfield Woodhouse.</p> <p>6) To explain how living in Whitby would compare to living in Mansfield Woodhouse.</p>	<p>Whitby is a coastal town in the north-east of England.</p> <p>Mansfield Woodhouse is a village.</p> <p>The first 8 compass points are north, east, south, west, north-east, north-west, south-east and south-west.</p> <p>Physical geography is the study of the Earth's natural features eg mountains, rivers, seas and climate.</p> <p>Human geography is the study of where people live, their cities and towns, jobs, population and their impact on the land.</p> <p>Robin Hood's Bay is a village on the Yorkshire coast.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate England on a map.</li> <li>❖ To locate Whitby and Mansfield on a map of the UK.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand geographical similarities and differences through the study of human and physical geography of Mansfield Woodhouse and Whitby.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To compare the human geography of our locality with Whitby.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To compare the physical geography of our locality with Whitby.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use the 8 points of a compass to describe locations of places in relation to Whitby and Mansfield Woodhouse.</li> </ul> <p>To use maps including OS maps to observe and record human and physical features of a place.</p> <ul style="list-style-type: none"> <li>❖ To locate Mansfield and Whitby on a map.</li> <li>❖ To use symbols.</li> </ul>	<p>coast, coastal, village, north, south, east, west, north-west, north-east, south-east, south-west, physical geography, human geography, population, tourism</p>
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Year 4					
Autumn 1	Land Use How diverse is land use in our local area?	<ol style="list-style-type: none"> <li>1) To explain what a settlement is.</li> <li>2) To compare and contrast land use in urban and rural areas.</li> <li>3) To identify how land is used in our local area.</li> <li>4) To use grid references to locate types of land use in our local area.</li> <li>5) To identify changes of land use over time and its impact on the local area.</li> <li>6) To explain how land is used in our local area</li> </ol>	<p>Human geography is the impact that humans have on the Earth.</p> <p>Commercial land is used for business, including warehouse, garages and shops.</p> <p>Residential land is land that houses are built on.</p> <p>Recreational land is land used for leisure activities including parks, swimming pools, gyms and green areas.</p> <p>Transport is land used for buildings that help people get from one destination to another.</p> <p>Agriculture is land used for growing and harvesting crops or raising animals or livestock.</p> <p>An urban area is an area where many people live and work close together.</p> <p>Rural areas are found in the countryside and only have a few homes and buildings.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand land use patterns and understand how some of these aspects have changed over time.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand that people can choose to use land in different ways.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand how settlements form.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand that land has height.</li> <li>❖ To identify mountains, hills and rivers on maps.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To recognise that the many different uses of land observed in the local area can be grouped into a smaller number of categories.</li> <li>❖ To collect, present and analyse data showing how land is used in our local area.</li> <li>❖ To use photographs to observe and compare the similarities differences between rural and urban locations.</li> <li>❖ To use compass points, four-figure grid references, symbols and keys.</li> <li>❖ To create a map of land use in our local area.</li> </ul>	<p>human geography, land use, commercial, residential, recreational, agricultural, transport, urban, rural, grid reference, mountain, hill, river</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Spring 2</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">What is the power and draw of Rome?</p>	<ol style="list-style-type: none"> <li>1) To locate major European countries and their major cities</li> <li>2) To locate Italy and Rome and identify simple topographical features.</li> <li>3) To explain why Rome is located where it is: River Tiber, mountain ranges and the Mediterranean Sea.</li> <li>4) To identify the human geographical features of Rome.</li> <li>5) To explain why people visit Rome today.</li> </ol>	<p>Italy is in Europe.</p> <p>Italy is surrounded by the Mediterranean Sea</p> <p>Rome is the capital city of Italy.</p> <p>Rome stands at the mouth of the River Tiber and is positioned below the Alps Mountain range.</p> <p>Human features of Rome are the Colosseum, Patheon, Trevi Fountain and Roman Forum.</p> <p>People visit Rome for its history, art and religion.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate countries and capital cities in Europe.</li> <li>❖ To locate Italy and the capital city of Rome.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand how humans have influenced the settlement of Rome.</li> <li>❖ To understand that people living in Rome may range from diverse backgrounds.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand that land has height.</li> <li>❖ To identify mountain ranges, hills and rivers on maps and recognise their influence on settlement.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use an atlas to locate the countries and capital cities of Europe.</li> <li>❖ To locate mountains, hills and rivers on a map.</li> <li>❖ To identify simple topographical features on a map.</li> </ul>	<p>locality, environment, leisure, physical features, human features, population, tourism, pollution</p>
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<p>Summer 2</p>	<p>Getting our bearings: Where am I?</p>	<ol style="list-style-type: none"> <li>1) To locate lines of latitude – What and where are lines of latitude?</li> <li>2) To identify and locate lines of longitude – What and where are lines of longitude?</li> <li>3) To explain the significance of lines of longitude and latitude – What is the significance of latitude and longitude lines?</li> <li>4) To explain changes to climate and daylight – What happens as latitude increases north away from the equator?</li> <li>5) To explain why there are time zones – Why are there time zones?</li> </ol>	<p>Lines of latitude run from east to west.</p> <p>Lines of longitude from north to south.</p> <p>The Tropic of Cancer is in the northern hemisphere.</p> <p>The Tropic of Capricorn is in the southern hemisphere.</p> <p>There is an imaginary line running through the UK called the Prime Meridian. It runs through a place in London called Greenwich.</p> <p>The Prime Meridian splits the world into eastern and western hemispheres.</p> <p>Time in countries to the east of the Prime Meridian is always in front of that in the UK.</p> <p>Time in countries to the west of the Prime Meridian is always behind that of the UK.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate lines of longitude and latitude.</li> <li>❖ To locate the Prime Meridian line.</li> <li>❖ To locate hemisphere and tropics.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use maps to locate lines of longitude and latitude.</li> <li>❖ To use choropleth maps to identify time zones.</li> <li>❖ To use compass points to describe our bearings in relation to the equator.</li> </ul>	<p>Latitude, longitude, climate, equinox, equator, northern hemisphere, southern hemisphere, Tropic of Cancer, Tropic of Capricorn</p>
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Year 5					
Autumn 1	The UK What are the geographical features of the UK?	<p>1) To locate the four countries of the UK and identify the highest points.</p> <p>2) To know simple topographical features of the United Kingdom coastline.</p> <p>3) To locate the regions of England and know that we live in the East Midlands.</p> <p>4) To know regions are split into counties, cities, towns and villages and be able to name the counties in the East Midlands.</p> <p>5) To know some of the human and physical features of the East Midlands.</p> <p>6) To explain the key geographical features of the UK</p>	<p>The UK is made up of 4 countries: England, Scotland, Wales and Northern Ireland.</p> <p>The capital city of England is London; the capital city of Scotland is Edinburgh; the capital city of Wales is Cardiff; the capital city of Northern Ireland is Belfast.</p> <p>England is divided into 48 counties; our school is in Nottinghamshire.</p> <p>England is split into 9 regions based on the compass points; we live in the East Midlands.</p> <p>The East Midlands region is made up of different cities, towns and villages.</p> <p>Some counties have coastal borders made up of cliffs, beaches, headlands and bays.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate the highest point in each country of the UK.</li> <li>❖ To name and locate the capital cities of the UK.</li> <li>❖ To name and locate the 9 regions of England.</li> <li>❖ To name and locate the counties of the East Midlands.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand geographical similarities and differences through the study of physical geography of a region of England.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To identify human features of the East Midlands.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To identify physical features of the East Midlands.</li> <li>❖ To identify physical features of coastal regions.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use maps and atlases to locate the four countries of the UK.</li> <li>❖ To use topographical maps to locate the highest points in the UK.</li> <li>❖ To use ordnance Survey maps to locate features using four-figure grid references and symbols.</li> <li>❖ To use maps to locate regions and counties in England.</li> </ul>	<p>county, region, border, capital city, coast, coastal, compass, population, human features, physical features, rural, urban, settlement, city, town, village, topographical</p>



<p>Spring 1</p>	<p>Scandinavia: How does our geography compare?</p>	<p>1) To name and locate the countries and capital cities of Scandinavia.</p> <p>2) To identify the position, significance of longitude, latitude, equator, the tropics, hemispheres and time zones in Norway.</p> <p>3) To know about the physical features of Norway.</p> <p>4) To use data to narrate geographical comparisons between Oslo and Mansfield.</p> <p>5) To compare and contrast the geography of the UK with the geography of Norway.</p>	<p>Scandinavia is a region in northern Europe made up of Sweden, Denmark and Norway.</p> <p>The capital city of Sweden is Stockholm; the capital city of Denmark is Copenhagen; the capital city of Norway is Oslo.</p> <p>In Scandinavia the climate is cold in winter. They have short days during winter and very long days during summer.</p> <p>Mountains, fjords, waterfalls and glaciers are some of the physical features of Norway.</p> <p>Oslo has a population almost ten times greater than the population of Mansfield.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate the countries of Scandinavia and their capital cities.</li> <li>❖ To identify the position, significance of longitude, latitude, equator, the tropics, hemispheres and time zones in Norway.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within Scandinavia.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To compare the human geography of our locality and Scandinavia.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To describe and understand some key aspects of climate zones, rainfall and temperature.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use maps and atlases.</li> </ul> <p>To use data to narrate similarities and differences.</p>	<p>Scandinavia, Norway, Denmark, Sweden, Copenhagen, Oslo, Stockholm, fjord, glaciers, physical geography, human geography, precipitation, population, climate, temperature</p>
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<p>Summer 2</p>		<ol style="list-style-type: none"> <li>1) To explain what an economy is and name examples from the main primary sectors.</li> <li>2) To know what supply and demand is and its impact.</li> <li>3) To know that economy includes different industries: manufacturing, agriculture and service.</li> <li>4) To know that the UK trades with many different countries.</li> <li>5) To understand the term 'fair trade' and its importance.</li> <li>6) To understand the importance of sustainability and economy on the environment.</li> </ol>	<p>Primary sector includes any business that grows goods or extracts materials from the ground.</p> <p>Trade is the buying and selling of goods and services between different countries around the world.</p> <p>Importing goods is bringing them in from another country.</p> <p>Exporting goods is sending goods to another country.</p> <p>Fair trade is a way of buying and selling products that allows the farmers to be paid a fair price for their produce and have better working conditions.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To identify the location of the UK within the world.</li> <li>❖ To identify the location of the East Midlands within England.</li> <li>❖ To know that England is a country within the continent of Europe.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand geographical similarities and differences through the study of trade and economy.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To describe and understand key aspects of economic activity including trade links and the distribution of resources.</li> <li>❖ To know the links England has with other countries in Europe.</li> <li>❖ To understand how the UK and other countries depend on each other via the trade or resources and products.</li> <li>❖ To understand that what happens in the UK impacts other countries.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand how an areas physical geography impacts on the human geography.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use maps, atlases and globes to locate the UK and countries that it trades with</li> </ul>	<p>Trade, economy, import, export, primary sector, secondary sector, sustainable, industry, manufacturing, fair trade,</p>
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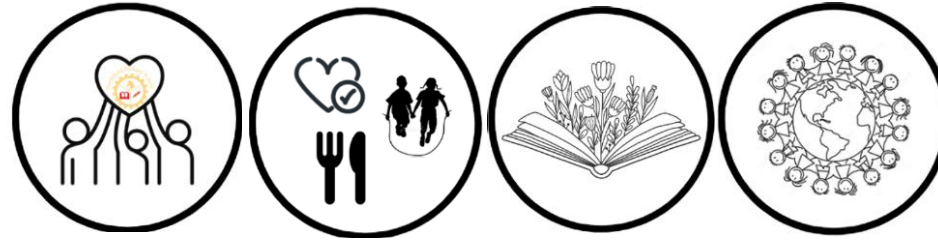
Year 6				
Autumn 2	Map and field work. How can we create a map of our local community?	<p>1) To recognise a variety of map symbols and to understand why they are used.</p> <p>2) To interpret and use 4-figure grid references.</p> <p>3) To locate places and features on a map using 6 figure grid references.</p> <p>4) To create a sketch map of roads in the local community.</p> <p>5) To add grid references, symbols and direction to a sketch map of the local community.</p> <p>6) To explain how to construct a map of the local community.</p>	<p>A compass has eight points (North, Northwest, West, South West, South, South East, East, North East)</p> <p>A map uses both 4 and 6 figure grid references to help locate position.</p> <p>Maps use symbols to simplify important features</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate places of interest – Mansfield Woodhouse, Hathersage.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ Identify physical features of places.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use the 8 points of a compass.</li> <li>❖ To use four and six-figured grid references.</li> <li>❖ To use OS maps and digital mapping to locate places.</li> <li>❖ To recognise and use OS map symbols.</li> <li>❖ To identify and use symbols on maps to represent key features.</li> </ul>
				map, physical features, human features, compass, grid reference, ordnance survey, symbol, locality, latitude and longitude, topological



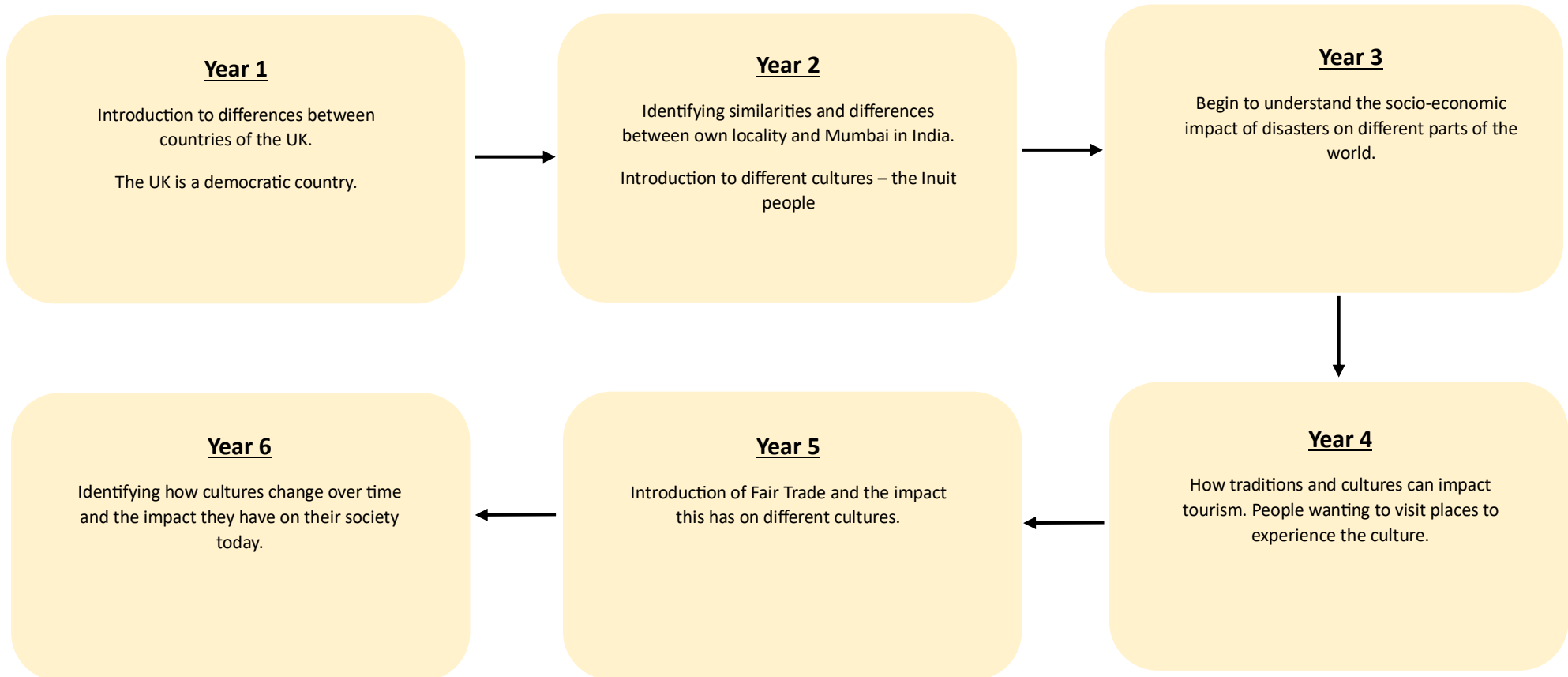
<p>Spring 1</p>	<p>Physical geography. Are all biomes equally viable?</p>	<p>1) To know what Earth's biomes are and where they are situated.</p> <p>2) To know what affects a biome.</p> <p>3) To know what the tundra is.</p> <p>4) To know what the taiga is.</p> <p>5) To know what the grasslands are.</p> <p>6) To explore how biomes are being damaged and the different ways they are being preserved and protected. Are all biomes equally viable?</p>	<p>A biome is a large area of land with a particular climate, types of plants (flora) and animals (fauna)</p> <p>There are six major land biomes on the planet: tundra, taiga, temperate forest, rainforest, grassland, desert.</p> <p>Tundra is the coldest of all biomes, has little rain and the ground is a state of permafrost.</p> <p>Taiga is the largest land biome, it has a high level of precipitation.</p> <p>Savannah, Prairie and Steppe are all types of grassland.</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate the world's biomes.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To understand geographical similarities and differences between biomes.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand how human processes can affect a biome.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To use geographical vocabulary to refer to the features of different biomes.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To use atlases and maps to locate some of the major biomes of the world.</li> <li>❖ To reach geographical conclusions, give reasons and evaluate the impact of geographical processes and human effects on the biomes of the world.</li> <li>❖ To analyse data about weather patterns and compare, contrast and evaluate the impact.</li> </ul>	<p>Biome, tundra, taiga, temperate forest, grassland, rainforest, desert, viable</p>
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<p>Summer 1</p>	<p>What does the Geography of modern Central America tell us about the Mayan people?</p>	<ol style="list-style-type: none"> <li>1) To locate the continent of South America and its countries.</li> <li>2) To locate the countries of Central America and why people chose to settle there.</li> <li>3) To investigate the human geography of Central America. (include population, migration, occupations, how humans have changed the landscape)</li> <li>4) To compare and contrast modern day Central America with the past. (link with Ancient Mayans)</li> </ol>	<p>The Maya lived in Central America.</p> <p>Countries in Central America include Mexico, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama)</p> <p>Modern Maya are involved in occupations that can be traced back to Ancient Maya</p>	<p><u>Locational Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To locate the continents of North and South America.</li> <li>❖ Locate and name the countries of Central America.</li> </ul> <p><u>Place Knowledge</u></p> <ul style="list-style-type: none"> <li>❖ To identify geographical similarities and differences through studying a change in a place over time.</li> </ul> <p><u>Human Geography</u></p> <ul style="list-style-type: none"> <li>❖ To understand the impact humans have on a place over time.</li> </ul> <p><u>Physical Geography</u></p> <ul style="list-style-type: none"> <li>❖ To identify key physical features of a location and why people choose to settle there.</li> </ul> <p><u>Geographical Skills and Fieldwork</u></p> <ul style="list-style-type: none"> <li>❖ To locate the continents and oceans on a map.</li> <li>❖ To locate the continents of North and South America on a map.</li> <li>❖ To use atlases and globes to locate the countries of Central America.</li> <li>❖ To use directional language to describe the location and features of a place.</li> </ul>	<p>Mayan, Central America, occupations, land Use, Mexico, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, Panama, continent, migration, population</p>
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### Diversity in our Geography curriculum





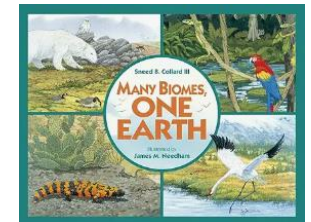
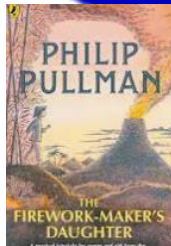
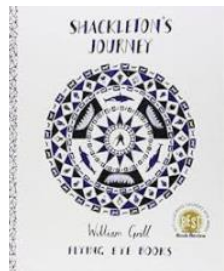
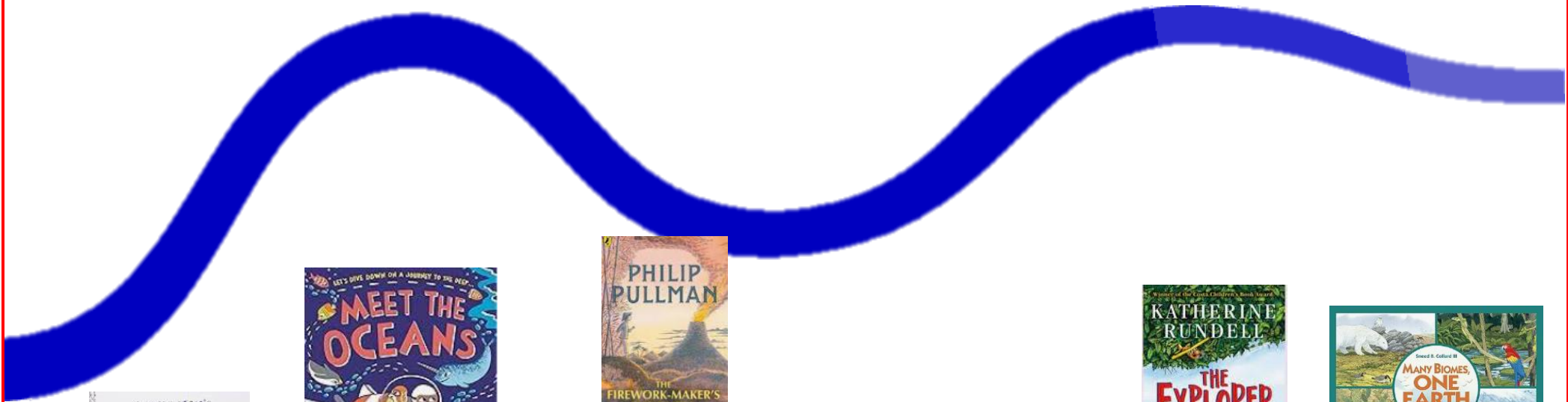
### Local links

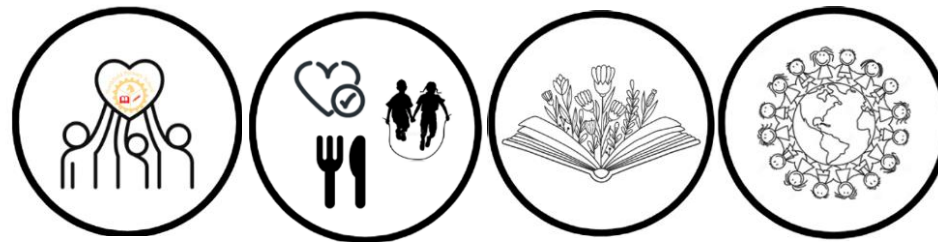
<p align="center"><b><u>Year 1</u></b></p> <p>Northfield Primary School is a primary school situated in Mansfield Woodhouse. Originally known as Robin Hood Infants in 1974. In 2001 the infants and the juniors amalgamated and the school became Northfield Primary and Nursery school.</p>	<p align="center"><b><u>Year 2</u></b></p> <p>Mansfield is a market town in Nottinghamshire, England. It is the largest town in the wider Mansfield Urban Area and the second largest settlement in Nottinghamshire.</p>	<p align="center"><b><u>Year 3</u></b></p> <p>The River Meden is a river in Nottinghamshire, England. Its source lies just north of Huthwaite, near the Derbyshire border, and from there it flows northeast through Pleasley and Warsop before merging temporarily with the River Maun near Bothamsall.</p>	<p align="center"><b><u>Year 4</u></b></p> <p>Mansfield Woodhouse is a settlement in Nottinghamshire, England. It is about 1.2 miles (2 km) north of Mansfield, along the main A60 road in a wide, low valley between the Rivers Maun and Meden. Founded before the Roman Empire, it is noteworthy for its stone-built centre.</p>	<p align="center"><b><u>Year 5</u></b></p> <p>Perlethorpe is a small village and former civil parish, now in the parish of Perlethorpe cum Budby, in the Newark and Sherwood district, in the county of Nottinghamshire, England. Nearby is Thoresby Hall, the former home of the Earl Manvers.</p>	<p align="center"><b><u>Year 6</u></b></p> <p>Hathersage is a village and civil parish in the Peak District in Derbyshire, England. It lies slightly to the north of the River Derwent, approximately 10 miles south-west of Sheffield.</p>



### Reading at the heart of the curriculum

We read these texts in lessons across Key Stage 1 and 2 to develop our geography knowledge of place and people. We also have access to other books in our classroom book corners to develop our knowledge of Geography.





### End of key stage expectations

By the end of EYFS children will...

know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

be able to explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and simple maps.

By the end of Key Stage 1 children will...

Label photos, including aerial photos, and pictures of the local environment to identify simple human and physical features.

Create a simple map of a familiar location using symbols and a simple key to represent landmarks.

Use simple compass directions (North, South, East, and West) to describe the location of features on a map. Use world maps, atlases and globes to identify world countries and oceans.

Name and locate the four countries and capital cities of the United Kingdom and the surrounding seas.

Talk about and describe a contrasting locality with their own locality.

Name and locate the world's seven continents and five oceans.

They will begin to identify how people can affect the environment.

By the end of Lower Key Stage 2 children will...

Use maps of the local area and beyond to locate places oceans and some topographical features.

Know the 8 points on a compass and use them to describe and follow a route on a map from a familiar location to another location.

Discuss the differences in physical and human features of a range of localities and begin to explain why there are these differences.

Explain how some physical features can have an impact on the land.

Discuss their learning confidently using a range of geographical vocabulary.

Understand the impact of pollution on their local area.

By the end of Upper Key Stage 2 children will...

Create maps of the local environment and beyond using conventional symbols, a key and four-figured grid referencing.

Confidently use a range of maps to locate places using six-figured grid references.

Discuss and compare a range of localities and provide reasons for their human and physical features.

Understand why people choose to settle in various places and discuss reasons.

Identify and describe the links and relationships that connect localities and how the global economy impacts on our world today.

Locate some of the world's major biomes and explain how human geography can have an impact on these.

Use a wide range of geographical vocabulary when discussing geographical concepts.

Understand and discuss how people's actions can both damage and improve the environment on a global scale.