Barnacre Road Primary School

Geography Curriculum Statement

November 2023

At Barnacre Road Primary School, our vision is to provide for our children a broad and balanced curriculum which is ambitious for all learners. We aim to ensure that children leave our school equipped with the knowledge, skills, cultural capital and qualities to succeed in the next stage of their education and to make a positive contribution to their local community and society as a whole.

We believe that it is our duty to make learning fun, engaging, memorable, accessible and ambitious for all children, instilling in them a love of learning.

We take seriously our duty to teach children about the fundamental British Values of mutual respect and tolerance, democracy, the rule of law and individual liberty. These values are woven through our curriculum so that our learners leave us prepared for life in modern Britian.

Geography at Barnacre Road: Our Intent

We aim to inspire our pupils to become creative and explorative thinkers with a diverse knowledge of the world; in other words, to think like a geographer. We want pupils to develop the confidence to question and observe places, measure and record necessary data in various ways, and analyse and present their findings. We aim to build an awareness of how Geography shapes our lives at multiple scales and over time. We hope to encourage pupils to become resourceful, active citizens who will have the skills to contribute to and improve the world around them.

At Barnacre Road, we follow the Kapow scheme of work for Geography. Kapow Primary's Geography scheme of work enables pupils to meet the end of key stage attainment targets in the National curriculum. The aims also align with those in the National curriculum. For EYFS, the activities allow pupils to work towards the 'Understanding the world' Development matters statements and Early learning goals, while also covering foundational knowledge that will support them in their further geography learning in Key stage 1.

Using the Kapow Scheme of work, we encourage:

• A strong focus on developing both geographical skills and knowledge.

• Critical thinking, with the ability to ask perceptive questions and explain and analyse evidence.

• The development of fieldwork skills across each year group.

• A deep interest and knowledge of pupils' locality and how it differs from other areas of the world.

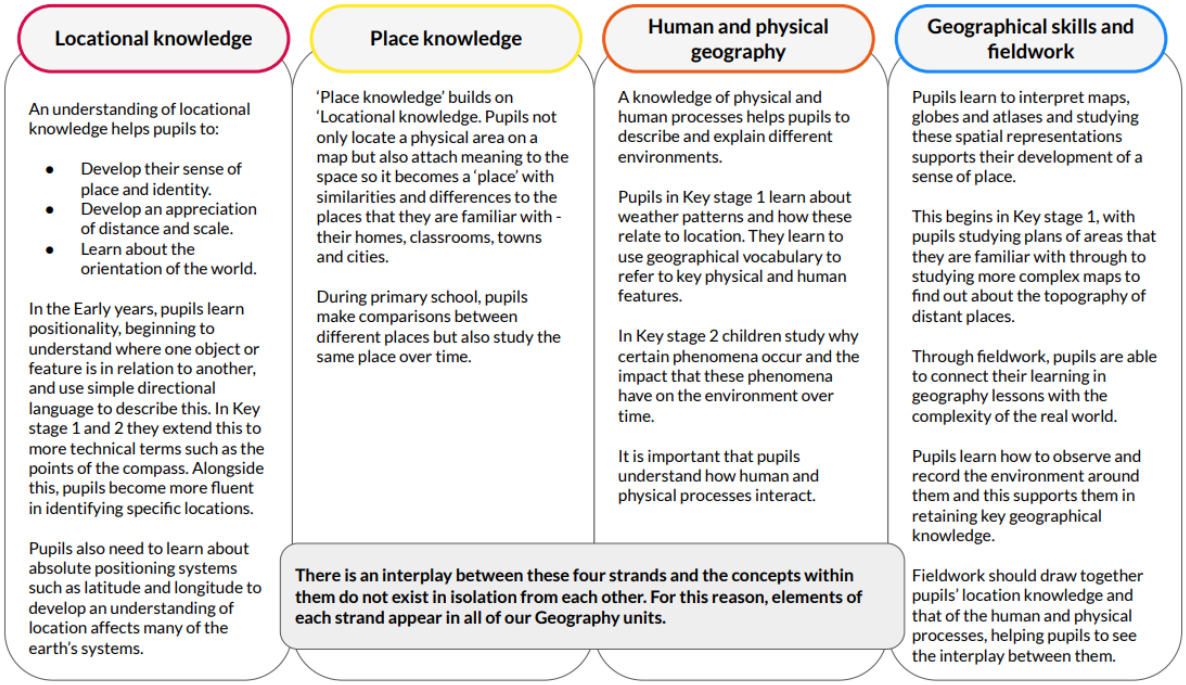
• A growing understanding of geographical concepts, terms and vocabulary.

Knowledge in our Geography Curriculum

In the Early Years Foundation Stage, Geography is delivered pupils within the 'Understanding the World' part of the EYFS Curriculum. By the end of reception, children will learn to:

- Draw information from a simple map.
- Describe what they see, hear and feel whilst outside.
- Recognise some environments that are different from the one in which they live.
- Understand that some places are special to members of their community.
- Recognise some similarities and differences between life in this country and life in other countries.
- Explore the natural world around them.
- Understand the effect of changing seasons on the natural world around them.

From year one onwards, our Geography Curriculum explores the four key strands of Geographical Knowledge from the National Curriculum:



In addition to substantive knowledge (knowing about) within the four strands above, our curriculum aims to develop children's disciplinary knowledge (ways of knowing) and procedural knowledge (knowing how to), primarily through a regular and rigorous focus on fieldwork and geographical practice.

By the end of Key Stage One, children will be able to:

- 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.
- Understand geographical similarities and differences through studying the human and physical geography of a small area in the United Kingdom and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the U.K and the location of hot and cold areas of the world in relation to the Equator and the North and South Pole.
- 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.
- Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.
- 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.
- 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, 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 aerial photographs (Digimaps) and devise simple maps.

By the end of Key Stage Two, children will be able to:

- Locate the world's countries, using maps to focus on Europe (including the location of Russia), North and South America, Africa and Asia: 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 time zones (including day and night)
- 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 in North or South America
- Describe and understand key aspects of: Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.

- Describe and understand key aspects of: 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.
- 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.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Key Concepts within our Geography Curriculum

We believe that, in order to succeed as Geographers, our children should be given regular opportunities to develop- and add to- their understanding of the key geographical concepts. For the purposes of our curriculum, we have identified these key concepts as:

- Place
- Space
- Scale
- Interdependence
- Physical and Human processes
- Environmental impact
- Sustainable development
- Cultural awareness
- Cultural diversity

From the very beginning of our Geography curriculum in the EYFS, children begin to encounter these key concepts. They are revisited regularly to allow children to consolidate and develop their understanding.

Our Geography Curriculum Content

	Autumn	Spring	Summer
Nursery	Throughout the year, children will learn to/about: The differences between people Celebrations around the world Respecting the natural environment Talk about what they see		
Reception	Describing the local environment Outdoor Adventures	Similarities and differences around the world	Exploring maps

Year 1	What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?
Year 2	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live near the coast?
Year 3	Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?
Year 4	Why are rainforests important to us?	Where does our food come from?	What are rivers and how are they used?
Year 5	What is life like in the Alps?	Why do oceans matter?	Would you like to live in the desert?
Year 6	Why does population change?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?

Our progression document (appendix 1) details the precise knowledge taught in each unit of work.

Implementation

In the EYFS, Geography is taught through a combination of discrete teacher-led lessons, through provision and small group activities. In reception, the Kapow scheme is followed and supplemented by additional learning planned by our teachers.

From year one onwards, Geography is taught as a discrete subject discipline for approximately one hour per week, in alternate half terms. Teachers follow the progression guidance from the Kapow Scheme of work to plan what will be taught in what order.

Our Geography curriculum has been designed to be a spiral curriculum. This means that essential knowledge and skills are revisited in new contexts with a higher degree of complexity, allowing pupils to revise and add to their existing knowledge. Teachers are familiar with the whole school progression document and revisit prior learning at the beginning of, and regularly throughout, units of work.

In key stages one and two, each unit is based around a key enquiry question. The questions are purposeful and open-ended, encouraging children to apply their Geographical skills and knowledge, as well as to collect and analyse data, to be able to create their own, informed answers to the questions.

Knowledge organisers are provided to children for each unit of work. These include key knowledge and vocabulary as well as links to prior learning. These are shared with parents via our school website.

Each unit of work provides children with an opportunity to develop their Geographical skills by taking part in fieldwork. Teachers support pupils to follow the fieldwork process of question, observe, measure, record and present.

Geography lessons begin with a recap of prior learning, from prior year groups, terms or lessons. Key vocabulary is included in lesson starters, modelled by adults within lessons and displayed on classroom Geography displays. Lessons incorporate various learning strategies, including independent work, paired or team work, practical tasks and tasks using ICT. Teachers adapt lessons to best meet the needs of their class.

Written work is completed in Geography exercise books. Practical work is photographed and stored on children's SeeSaw profiles. Geography features in class homework grids.

Children with Special Educational Needs and Disabilities

Our Geography curriculum is inclusive and ambitious for all learners and we expect that all children should be successful, regardless of any special educational need. All learners are given full access to the Geography curriculum. Class teachers will adapt teaching inputs and provide additional support through scaffolding for any child who requires support. Strategies to support children with Special Educational Needs or Disabilities might include adaptation of resources, adult support, pre-teaching of vocabulary or content and alternative ways of recording understanding. Class teachers are supported by our SENDCo, Mrs Mellor, in meeting the needs of all learners.

More Able Children

Teachers may identify children as more able in Geography, either through end of unit summative assessments or through questioning, discussion and formative assessments. We seek to plan for specific questioning opportunities which require higher order thinking skills. Children who are considered more able in Geography may:

• Understand concepts clearly so that they can apply this understanding to new situations in order to make interpretations, develop hypotheses, reach conclusions and explore situations.

• Communicate effectively using both the written and spoken word.

• Enjoy using graphs, charts, maps, diagrams and other visual methods to present information.

• Have a wide-ranging general knowledge about the world.

Impact

The expected impact of our curriculum is that children will:

- Compare and contrast human and physical features to describe and understand similarities and differences between various places in the UK, Europe and the Americas.

● Name, locate and understand where and why the physical elements of our world are located and how they interact, including processes over time relating to climate, biomes, natural disasters and the water cycle.

- Understand how humans use the land for economic and trading purposes, including how the distribution of natural resources has shaped this.
- Develop an appreciation for how humans are impacted by and have evolved around the physical geography surrounding them and how humans have had an impact on the environment, both positive and negative.
- Develop a sense of location and place around the UK and some areas of the wider world using the eight-points of a compass, four and six-figure grid references, symbols and keys on maps, globes, atlases, aerial photographs and digital mapping.
- Include a paragraph that explains your assessment models (AfL), tracking and evidencing progress processes in Geography.
- Identify and understand how various elements of our globe create positioning, including latitude, longitude, the hemispheres, the tropics and how time zones work, including night and day.
- Present and answer their own geographical enquiries using planned and specifically chosen methodologies, collected data and digital technologies.
- Meet the 'Understanding the World' Early Learning Goals at the end of EYFS, and the end of key stage expectations outlined in the National curriculum for Geography by the end of Year 2 and Year 6.

The Impact of our curriculum is constantly monitored by class teachers through formative and summative assessments. Our scheme of work includes guidance for teachers in assessing pupils against learning objectives. Teachers use lesson starters (recaps) to identify gaps in children's knowledge and subsequently plan opportunities to close any identified gaps.

At the end of each unit of work, assessment quizzes are undertaken and 'knowledge catchers' are completed in order for children to demonstrate what they have learned and remembered. At the end of each unit of work, children are assessed based on their performance in lessons and summative assessment quizzes and recorded on the school's internal tracking system as working below the expected standard, working at the expected standard or exceeding the expected standard. Assessments are moderated in staff teams annually.

Standards of teaching and learning in Geography are monitored by the subject leader, curriculum leader (deputy headteacher) and the headteacher, as well as the SENDCo who will monitor Geography provision for children with Special Educational Needs and Disabilities. Monitoring may include: pupil interviews, work scrutiny and lesson observations.

Appendix One. Progression in our Geography Curriculum

	By the end of EYFS	Year 1	Year 2
Place knowledge	Discussing how environments in stories and images are different to the environment they live in. To know that places within this country can differ from each other. To know that there are differences between places in this country and places in other countries	Naming some key similarities between their local area and a small area of a contrasting non-European country. Naming some key differences between their local area and a small area of a contrasting non-European country. To know that life elsewhere in the world is often different to ours. To know that life elsewhere in the world often has similarities to ours. Shanghai has skyscrapers, bridges and roads amongst its human features Shanghai has a river amongst its physical features	Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. To know some similarities and differences between their local area and a contrasting non-European country.

	Year 3	Year 4	Year 5	Year 6
Place knowledge	Describing how and why humans have responded in different ways to their local environments Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. To know the negative effects of living near a volcano. To know the positive effects of living near a volcano. To know the negative effects an earthquake can have on a community. To know ways in which communities respond to earthquakes. Mount Etna and its surrounding area have rich, fertile soil thanks to the volcano. Tourism is a source of income in and around Mount Etna. Discussing how climates have an impact on trade, land use and settlement. Explaining what measures humans have taken in order to adapt to survive in cold places. Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied. Recognising that land may be used for: residential, agricultural, transport, commercial or recreational use. Describe linear, nucleated and dispersed settlements.	Describe how the Amazon Rainforest is changing Describe the four layers of the rainforest: forest floor, understory, canopy, emergent layer Describing and beginning to explain similarities between two regions studied. Describing and beginning to explain differences between two regions studied.	Describing and explaining similarities between two environmental regions studied. Describing and explaining differences between two environmental regions studied. Explaining how and why humans have responded in different ways to their local environments in two contrasting regions. Understanding how climates impact on trade, land use and settlement. To know some similarities and differences between the UK and a European mountain region. To know why tourists visit mountain regions. Popular activities in the Alps include skiing, hiking and sightseeing. The climate is cold in the higher Alps and temperate in the lower Alps. Explaining how humans have used desert environments. The Mojave desert includes National Parks, ranches and farms, military bases and settlements. Renewable energy is developed in the Mojave Desert. People visit the Mojave desert for recreational purposes such as hiking.	Asia is the most populous continent in the world. 59% of the world live there. Antarctica has no permanent human population. Oceania is the least populous of all the permanently populated continents. In the USA, the majority of energy is generated from non-renewable sources

	By the end of EYFS	Year 1	Year 2
Human and Physical Geography	Observing weather across the seasons. Observing and discussing the effect the changing seasons have on the world around them. Beginning to use the names of the seasons in the correct context. Making observations about the features of places (in stories, photographs or in the school grounds/local area). Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area). To know that the terms Spring, Summer, Autumn and Winter are used to describe the season. To know some of the key characteristics of each season. To know that there are four seasons in a year marked by certain weather conditions. To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old	Describing how the weather changes with each season in the UK. Describing the daily weather patterns in their locality. Confidently using the vocabulary 'season' and 'weather'. To know the four seasons of the UK. To know that 'weather' refers to the conditions outside at a particular time. To know that different parts of the UK often experience different weather. To know that a weather forecast is when someone tries to predict what the weather will be like in the near future. To know that weather conditions can be measured and recorded. Recognising some physical features in their locality. To know that physical features means any feature of an area that is on the Earth naturally. Recognising some human features in their locality. To know that human features means any feature of an area that was made or built by humans. Shanghai has skyscrapers, bridges and roads amongst its human features Shanghai has a river amongst its physical features	Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. Describing the key physical features of a coast using subject specific vocabulary. To know that coasts (and other physical features) change over time. To know some key physical features of the UK. Describing and understanding the differences between a city, town and village. Describing the key human features of a coastal town using subject specific vocabulary. To know that a sea is a body of water that is smaller than an ocean. To know that human features change over time. To know some key human features of the UK. Name some of the human features of Weymouth and Blackpool Name some of the physical features of the Jurassic Coast (beach, cliffs, cave, stack, arch) Name some human features which might be seen in coastal areas (amusements, piers, ports)

	Year 3	Year 4	Year 5	Year 6
Human and Physical Geography	Describing how physical features, such as mountains, are formed, and why volcanoes and earthquakes occur. Describing where volcanoes, earthquakes and mountains are located globally. Describing and explaining how physical features such as mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. To know the different types of mountains and volcanoes and how they are formed. To know that an earthquake is the intense shaking of the ground. Explaining why a settlement and community has grown in a particular location. To know that climate zones are areas of the world with similar climates.* To know the world's different climate zones.* Describing and understanding types of settlement and land use. Explaining why a settlement and community has grown in a particular location. Explaining why different locations have different human features. Explaining why people might prefer to live in an urban or rural place. Describing how humans can impact the environment both positively and negatively, using examples. To know the main types of land use.* To know the different types of settlement.* To know an urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. Identify rock types and their origins	Mapping and labelling the seven biomes on a world map. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife.* To know the world's biomes.* To know that the hottest biomes are found between the Tropics of Cancer and Capricorn. Describing how humans can impact the environment both positively and negatively, using examples. To know that a natural resource is something that people can use which comes from the natural environment. To know the threats to the rainforest both on a local and global scale. Global warming, mining, deforestation and logging are threats to the rainforest. To know that climates can influence the foods able to grow To know the main types of land use.* To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect and equality. To know the UK grows food locally and imports food from other countries. Describing how humans use water in a variety of ways. Describing how physical features, such as rivers are formed To know the courses and key features of a river To know water is used by humans in a variety of ways.	Describing and understanding the key aspects of the six climate zones. Describe mountain climates Describing and understanding economic activity including trade links. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. To know why the ocean is important. Describing and understanding the key aspects of the six biomes. Describing and understanding the key aspects of the six climate zones. To know vegetation belts are areas of the world that are home to similar plant species.* To name and describe some of the world's vegetation belts.	Suggesting reasons why the global population has grown significantly in the last 70 years. Describing the 'push' and 'pull' factors that people may consider when migrating. Recognising geographical issues affecting people in different places and environments. To know the global population has grown significantly since the 1950s. To know which factors are considered before people build settlements. To know migration is the movement of people from one country to another. Understanding some of the impacts and causes of climate change. Giving examples of alternative viewpoints and solutions regarding an environmental issue and explaining its links to climate change. Recognising geographical issues affecting people in different places and environments. Describing and explaining how humans can impact the environment both positively and negatively, using examples. To know that natural resources can be used to make energy. To know some positive impacts of humans on the environment. To know some negative impacts of humans on the environment.

	By the end of EYFS	Year 1	Year 2

Geographical Skills and Fieldwork	Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Creating some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Answering simple questions, guided by the teacher. Drawing some of the features they notice in their school and school grounds. Expressing their likes and dislikes about a specific place and its features, beginning to explain their reasoning. Beginning to look at and talk about maps (real or imaginary) in stories, non-fiction books, atlases and on globes. Beginning to use modelled directional vocabulary when describing features in the surrounding environment. Recognising features on maps (real or imaginary). Draw real or imaginary maps even if features are indistinguishable. To know that a map is a picture of a place. To know some vocabulary to describe directions, even if used inaccurately (e.g near, far, next to, close, behind).	Ask questions about the world around them. Commenting on the features they see in their school and school grounds. Asking and answering simple questions about the features of their school and school grounds. Drawing some of the features they notice in their school and school grounds in correct relation to each other on a sketch map. Using a simple recording technique to express their feelings about a specific place and explaining why they like/dislike some of its features. Using an atlas to locate the UK. Using a map of the UK to locate the four countries. Beginning to use an atlas to locate the four capital cities of the UK. Using a world map and globe to locate two of the world's seven continents (Europe and Asia). Using an atlas to locate the Atlantic Ocean and Pacific Ocean. Using directional language to describe the location of objects in the classroom and playground. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Beginning to use the compass points (N, S, E, W) to describe the location of features on a map. Recognising local landmarks on aerial photographs . Recognising basic human features on aerial photographs. Recognising basic physical features on aerial photographs. Drawing freehand maps (of real or imaginary places) using simple pictures or symbols. Drawing a simple sketch map of the classroom and playground using simple pictures, colours or symbols to represent features. Adding labels to sketch maps. Using simple picture maps and plans to move around the school. To know that an aerial photograph is a photograph taken from the air above. To know that atlases give information about the world and that a map tells us information about a place. To know that a map is a picture of a place, usually drawn from above. To know that symbols are often used on maps to represent features. To know simple directional language (e.g near, far, up, down, left, right, forwards, backwards). To know what a sketch map is.	Recognising there are different ways to answer a question. Discussing the features they see in the area surrounding their school when on a walk. Asking and answering simple questions about human and physical features of the area surrounding their school grounds. Collecting quantitative data through a small survey of the local area/school to answer an enquiry question. Classifying the features they notice into human and physical with teacher support. Taking digital photographs of geographical features in the locality. Making digital audio recordings when interviewing someone. Presenting data in simple tally charts or pictograms and commenting on what the data shows. Asking and answering simple questions about data. Recognising why maps need a title. Using an atlas to locate the four capital cities of the UK. Using a world map, globe and atlas to locate all the world's seven continents. Using a world map, globe and atlas to locate the world's five oceans. Using locational language and the compass points (N, S, E, W) to describe the location of features on a map. Using locational language and the compass points (N, S, E, W) to describe the route on a map. Using locational language and the compass points (N, S, E, W) to plan a route in the playground or school grounds. Using a map to follow a prepared route. Recognising landmarks of a city studied on aerial photographs and plan perspectives. Recognising human features on aerial photographs and plan perspectives. Recognising physical features on aerial photographs and plan perspectives. Drawing a map and using class agreed symbols to make a simple key. Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features. Finding a given OS symbol on a map with support. Beginning to draw objects to scale (e.g show the school

			playground is smaller than the school or school field). Using an aerial photograph to draw a simple sketch map using basic symbols for a key. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe. To know that a compass is an instrument we can use to find which direction is north. To know which direction is N, S, E, W on a map. To know that maps need a title and purpose. To know that maps need a key to explain what the symbols and colours represent. To know that an interview can be a way to find out people's views about their area. To know that a tally chart is a way of collecting data quickly. To know that a pictogram is a chart that uses pictures to show data.

	Year 3	Year 4	Year 5	Year 6
Geographical skills and fieldwork	Observing, recording, and naming geographical features in their local environments. Asking and answering one- step geographical questions Observing, recording, and naming geographical features in their local environments. Taking digital photos and labelling or captioning them Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Finding answers to geographical questions through data collection. Beginning to use maps at more than one scale. Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical features and human features in countries studied . Using the scale bar on a map to estimate distances. Finding countries and features of countries in an atlas using contents and index. Zooming in and out of a digital map. Accurately using 4-figure grid references to locate features on a map in regions studied. Beginning to locate features using the 8 points of a compass. Making and using a simple route on a map. Observing, recording, and naming geographical features in their local environments.	Use maps at more than one scale Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied . Finding countries and features of countries in an atlas using contents and index. Make and use more complex routes on a map Continue to develop their ability choose the best approach to answer an enquiry question. Continue to map land use on local maps Making a plan for how they wish to collect data to answer an enquiry based question, with the support of a teacher. Asking and answering one- step and two-step geographical questions. Observing, recording, and naming geographical features in their local environments. Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. Collecting quantitative data in graphs and charts Using a questionnaire/interviews to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Suggesting different ways that a locality could be changed and improved. Finding answers to geographical questions through data collection. Using the scale bar on a map to estimate distances Designing a questionnaire / interviews to collect quantitative fieldwork data.	Confidently using and understanding maps at more than one scale. Using atlases, maps, globes and digital mapping to locate countries studied. Using atlases, maps, globes and digital mapping to describe and explain physical and human features in countries studied. Using the scale bar on a map to calculate distances. Confidently using the key on an OS map to name and recognise key physical and human features in regions studied. Following a short pre-prepared route on an OS map Choosing the best approach to answering an enquiry question. Making sketch maps of areas studied including labels and keys where necessary. Selecting appropriate methods for data collection. Designing interviews/questionnaires to collect qualitative data. Conducting interviews/questionnaires to collect qualitative data. Deciding how to present data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing at length and digital technologies when communicating geographical information. Beginning to use thematic maps to recognise and describe human and physical features studied. Selecting a map for a specific purpose. Making an independent or collaborative plan of how they wish to collect data to answer an enquiry based question. Selecting appropriate methods for data collection	Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. use thematic maps to recognise and describe human and physical features studied. Accurately using 4 and 6-figure Grid References to locate features on a map in regions studied. Confidently locating features using the 8 points of a compass. Following a short pre-prepared route on an OS map. Planning a journey to another part of the world using six figure grid references and the eight points of a compass. Developing their own enquiry questions. use standard field sampling techniques appropriately Using a simplified Likert Scale to record their judgements of environmental quality Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Recognising an increasing range of Ordnance Survey symbols on maps and locating features using six-figure grid references. Recognising

	Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. Using a simple key on their own map to show an example of both physical and human features. Following a route on a map with some accuracy. Saying which directions are N, S, E, W on an OS map. Making and using a simple route on a map. Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. Beginning to choose the best approach to answer an enquiry question. Mapping land use in a small local area using maps and plans. Finding answers to geographical questions through data collection.	Making digital audio recordings for a specific purpose. Using a questionnaire/interviews to collect qualitative fieldwork data. Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies when communicating geographical information. Analysing and presenting quantitative data in charts and graphs Zooming in and out of a digital map. Use the key on an OS map to name and recognise key physical and human features in regions studied. Accurately using 4-figure grid references to locate features on a map in regions studied. locate features using the 8 points of a compass. Using a key on their own map to show an example of both physical and human features. Following a route on a map Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. To know a Likert scale is used to record people's feelings and attitudes.	Beginning to use standard field sampling techniques appropriately. Using GIS (Geographical Information Systems) to plot data sets (e.g prevalence of crime in certain areas) onto base maps which can then be analysed. Drawing conclusions about an enquiry using findings from fieldwork to support your reasonings Evaluating evidence collected and suggesting ways to improve this. Analysing quantitative data in pie charts, line graphs and graphs with two variables. Identifying, analysing and asking questions about distributions and relationships between features using maps (e.g settlement distribution). Using models and maps to talk about contours and slopes. Interpreting and using real-time data Analysing quantitative data in pie charts, line graphs and graphs with two variables. To know that contours on a map show height and slope.	the difference between Ordnance Survey and other maps and when it is most appropriate to use each. Using models and maps to talk about contours and slopes. Selecting a map for a specific purpose. To know that contours on a map show height and slope. To know that qualitative data involves qualities, characteristics and is largely opinion based and subjective To know that a pie chart can represent a fraction or percentage of a whole set of data. To know a line graph can represent variables over time. To be aware of some issues in the local area. To know what a range of data collection methods look like. To know how to use a range of data collection methods.

	By the end of EYFS	Year 1	Year 2
Locational Knowledge	Identifying land and water on a map or globe Making observations about the characteristics of places (in stories, photographs or in the school grounds/local area) To know some vocabulary to describe different bodies of water, even if used inaccurately (sea/ocean, lake, river, pond) To know that usually water is represented in blue on a map or globe. To know the name of their school and the place where they live. To know some vocabulary to describe the characteristics of different places, even if used inaccurately (hill, field, building, road, house, old).	To know the name of the country they live in. To know the name of the town/village they live in. Showing on a map which country they live in To know that the UK is short for 'United Kingdom'. To know that a country is a land or nation with its own government. To know that the United Kingdom is made up of four countries and their names. Begin to locate the four countries of the United Kingdom on a map of this area. Showing on a map which continent they live in. Locating the four countries of the United Kingdom (UK) on a map of this area. Begin to locate the four capital cities of the UK on a map. Showing on a map which country they live in and locating its capital city. Locating two of the world's seven continents on a world map (Europe and Asia) Showing on a map which continent they live in. To know the name of two continents (Europe and Asia). To know that a continent is a group of countries. To know that they live in the continent of Europe. To know that an ocean is a large body of water. To know the name of two of the world's oceans (Atlantic Ocean and Pacific Ocean).	Locating all the world's seven continents on a world map. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. To be able to name the seven continents of the world. Locate the North and South Pole on a map. Locate the equator on a map. The North Pole is located in the Arctic Ocean The South Pole is located in Antarctica To know the equator is an imaginary line around the middle of the Earth. Locate Kenya on a world map. To know that a sea is a body of water that is smaller than an ocean To be able to name the five oceans of the world. Locating the world's five oceans on a world map. Showing on a map the oceans nearest the continent they live in. Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city. Locate and name the surrounding seas and oceans of the UK on a map of this area (describing their locations using compass points) Showing on a map the oceans nearest the continent they live in. Locating the capital cities of the four countries of the UK on a map of this area. Edinburgh, Cardiff and Belfast are located on or close to the coast. Name some coastal places in the UK (eg Pembrokeshire, Felixstowe, Blackpool) The Jurassic Coast is in the South of England close to the English Channel. Weymouth is a town on the Jurassic Coast.

	Year 3	Year 4	Year 5	Year 6
Locational Knowledge	Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Locating the world's most significant mountain ranges on a world map and identifying any patterns. (The Andes in South America, The Himalayas in Asia, The Rockies in North America, The Alps in Europe.) Locating where the world's volcanoes are on a map and identifying the 'Ring of Fire'. Locating where Mount Etna is in Sicily Italy. To know that mountains, volcanoes and earthquakes largely occur at plate boundaries. Locating some counties in the UK (local to your school). Locating some cities in the UK (local to your school). Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK To know the name of some cities in the UK (local to your school). Locating major cities of the countries studied (New Delhi) Locating key physical features in countries studied on a map. Locating many counties in the UK. Locating many cities in the UK. Describing how a locality has changed over time, giving examples of both physical and human features. To know some types of settlement.*	To know that biomes are areas of world with similar climates, vegetation and animals.* To know the world's biomes. * Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. To know where North and South America are on a world map. Locating more countries in Europe and North and South America using maps. 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 Locating some of the world's most significant rivers and identifying any patterns. Locating key human features in countries studied. Identifying key physical and human characteristics of the geographical regions in the UK. To know where North and South America are on a world map. To know that climate zones are areas of the world with similar climates.* Finding the position of the Equator and describing how this impacts our environmental regions. Finding lines of latitude and longitude on a globe and explaining why these are important. Identifying the position of the Tropics of Cancer and Capricorn and their significance.	Locating more countries in Europe and North and South America using maps. Locating major cities of the countries studied. Know where the Alps are located, knowing the longitude and latitude of the Alps. Locating key physical features in countries studied on a map. Locating key human features in countries studied. Identifying significant environmental regions on a map. Using maps to show the distribution of the world's climate zones, biomes and vegetation belts. Compare the physical geography of the local area with an Alpine area. Locate some of the key human and physical features of the Alps. To know the name of many countries and major cities in Europe and North and South America. Know the Alps spread through France, Monaco, Italy, Switzerland, Liechtenstein, Austria, Germany and Slovenia. To know the location of key physical features in countries studied. To name and describe some of the world's vegetation belts (ice cape, tundra, coniferous forest, deciduous forest, evergreen forest, mixed forest, temperate grassland, tropical grassland, mediterranean, desert scrub, desert, highland).* To know the name of many counties in the UK. To know the name of many cities in the UK. To confidently name the twelve geographical regions of the UK.	Identify the most densely and sparsely populated areas Identifying the location of the Prime/Greenwich Meridian and time zones (including day and night) and explaining its significance. Using longitude and latitude when referencing location in an atlas or on a globe. Can map significant energy trading routes To know the Prime/Greenwich Meridian is a line of longitude which goes through 0°and determines the start of the world's time zones.

	To know the name of some counties in the UK (local to your school). Can describe New Delhi's location. Can recognise human and physical features in New Delhi. Name some of the physical features of New Delhi? (The Yamuna River; parks such as the Lodhi Gardens; other naturally-occurring green spaces.) Understanding how land-use has changed over time using examples. To know the main types of land use.* To know the names of some of the world's most significant mountain ranges. Identifying how topographical features studied have changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. Identifying the position and significance of both the Arctic and Antarctic Circle. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and Southern Hemispheres. To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the	Identifying the position of the Northern and Southern hemispheres and explaining how they shape our seasons. To know the names of some countries and major cities in Europe and North and South America. 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 Identifying significant environmental regions on a map. To know vegetation belts are areas of the world which are home to similar plant species.* Locating some countries in Europe and North and South America using maps. Locating some major cities of the countries studied. Locating some key physical features in countries studied on a map including significant environmental regions. Locating some key human features in countries studied. Beginning to locate the twelve geographical regions of the UK. Confidently locating the twelve geographical regions of the UK. Be able to discuss features of a local river.	To know that London and the South East regions have the largest population in the UK. Locating many counties in the UK. Locating many cities in the UK. Confidently locating the twelve geographical regions of the UK. Identifying key physical and human characteristics of the geographical regions in the UK. Understanding how land-use has changed over time using examples. Explaining why a locality has changed over time, giving examples of both physical and human features. Identify the Great Barrier Reef as part of Australia Can label the following countries using the world map in the atlas: Australia. China. Japan. South Korea. USA. Thailand. India. Germany. Identify the lines of latitude where hot desert biomes are located. Locate the largest deserts in each continent. Can identify the largest desert in each continent. Locate and identify features in the Mojave Desert. Identify the differences between two biomes	

	equatorial region; the countries with the hottest climates. To know the Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know the boundaries of the polar regions are marked by the invisible lines the Arctic and Antarctic circle. To know the patterns of daylight in the Arctic and Antarctic circle and the Equatorial regions. To know the names of some of the world's most significant rivers. To know the world's different climate zones (equatorial, tropical, hot desert, temperate and polar).*			