

Progression in Geography Learning: The Theory

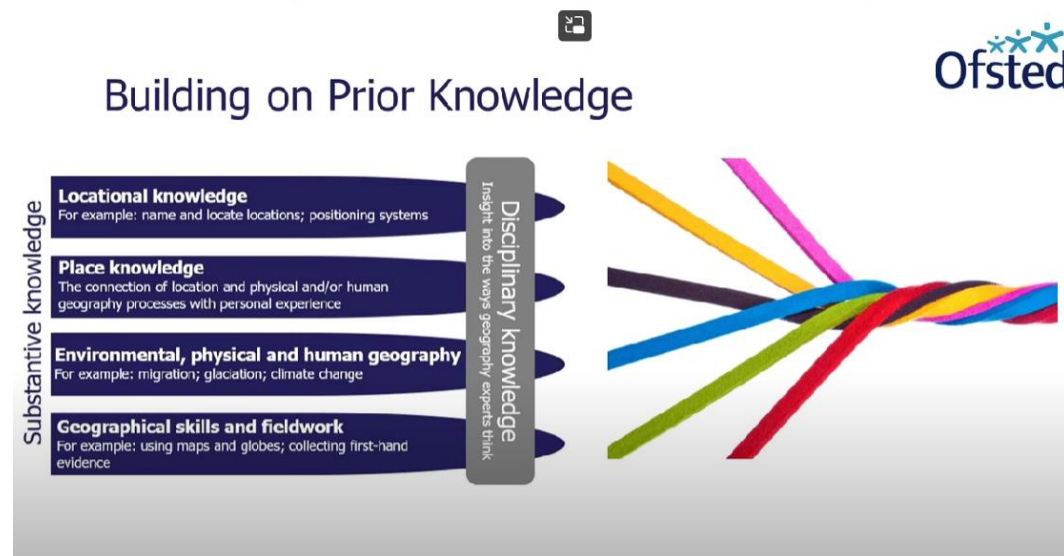
“A high-quality geography education should inspire in pupils a curiosity & fascination about the world & its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources & natural & human environments, together with a deep understanding of the Earth’s key physical & human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical & human processes, & of the formation & use of landscapes & environments. Geographical knowledge, understanding & skills provide the frameworks & approaches that explain how the Earth’s features at different scales are shaped, interconnected & change over time.



The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial & marine – including their defining physical & human characteristics & how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical & human geographical features of the world, how these are interdependent & how they bring about spatial variation & change over time
- are competent in the geographical skills needed to:
 - Collect, analyse & 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 & Geographical Information Systems (GIS)
 - Communicate geographical information in a variety of ways, including through maps, numerical & quantitative skills & writing at length

(National Curriculum, 2014)



(Geography Research Review, 2021 & HMI Subject Curriculum Insights)

Geography Progression: Early Years Framework & National Curriculum

EYFS: Understanding the world involves guiding children to make sense of their physical world & their community.

KS1: Pupils should develop knowledge about the world, the United Kingdom & their locality. They should understand basic subject-specific vocabulary relating to human & physical geography & begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

KS2: Pupils should extend their knowledge & understanding beyond the local area to include the United Kingdom & Europe, North & South America. This will include the location & characteristics of a range of the world's most significant human & physical features. They should develop their use of geographical knowledge, understanding & skills to enhance their locational & place knowledge.

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		Early Learning Goal	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Building Substantive Knowledge	Locational Knowl.	Understanding of the World: People, Cultures & Communities <ul style="list-style-type: none"> Describe their immediate environment (using knowledge from observation, discussion, stories, non-fiction texts & maps). 	<ul style="list-style-type: none"> Name & locate the world's seven continents & five oceans. Name, locate & identify characteristics of the four countries & capital cities of the United Kingdom & its surrounding seas. 		<ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) & North & South America, concentrating on environmental regions, key physical & human characteristics, countries, & major cities. Name & locate counties & cities of the United Kingdom, geographical regions & their identifying human & physical characteristics, key topographical features (including hills, mountains, coasts & rivers), & land-use patterns; & understand how some of these aspects have changed over time. Identify the position & significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer & Capricorn, Arctic & Antarctic Circle, the Prime/Greenwich Meridian & time zones (inc. day & night). 			
	Place Knowl.	<ul style="list-style-type: none"> Explain some similarities & differences between life in this country & life in other countries, (drawing on knowledge from stories, nonfiction texts &, if appropriate, maps). 	<ul style="list-style-type: none"> Understand geographical similarities & differences through studying the human & physical geography of a small area of the United Kingdom & of a small area in a contrasting non-European country. 		<ul style="list-style-type: none"> Understand geographical similarities & differences through the study of human & physical geography of a region of the United Kingdom, a region in a European country & a region within North or South America. 			
	Human & Physical Geo.	Understanding of the World: The Natural World <ul style="list-style-type: none"> Explore the natural world around them, making observations & drawing pictures of animals & plants. Know some similarities & differences between the natural world around them & 	<ul style="list-style-type: none"> Identify seasonal & daily weather patterns in the United Kingdom & the location of hot & cold areas of the world in relation to the Equator & the North & South Poles. Use basic geographical vocabulary to refer to: <ul style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather. key human features, including: city, town, village, factory, farm, house, office, port, harbour & shop. 		<ul style="list-style-type: none"> Describe & understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & the water cycle. human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water. 			

		<p>I can describe my immediate environment, inc. using simple map.</p> <p>Local Knowledge</p> <ul style="list-style-type: none">• I can locate features of my school & its grounds on a simple map.• I know Landscope Primary School is in the village of Landscope.• I can name local towns: Buckfastleigh, Ashburton, Totnes & Newton Abbot. <p>UK Knowledge</p> <ul style="list-style-type: none">• I recognise a map of the UK.• I know London is the capital city of England.• I know the United Kingdom is made up of 4 parts.• I can talk about some landmarks of the United Kingdom. <p>World Knowledge</p> <ul style="list-style-type: none">• I know there are different countries & environments in the world.• I recognise a map of the world.• I understand a map of the world shows the location of different countries & oceans. <p>Identify the position & significance of:</p> <ul style="list-style-type: none">• Land• Ocean/Sea	<p>I have a simple locational knowledge about individual places & environments, especially in the local area, but also in the UK & wider world.</p> <p>Local Knowledge</p> <ul style="list-style-type: none">• I can locate Landscope Primary School on a map of Landscope village.• I can locate Devon on the UK map.• I can locate Wembury Beach on a range of maps. <p>UK Knowledge</p> <ul style="list-style-type: none">• I can locate the UK a world map or globe.• I can locate the United Kingdom on a map of Europe.• I can name & locate the four nations & identify the capital cities of the United Kingdom. <p>World Knowledge</p> <ul style="list-style-type: none">• I can identify & locate the seven continents of the world on a map or globe.• I can identify & locate the five oceans of the world on a world map or globe.• I know that continents are divided up into countries.• I can describe & observe the distribution of hot & cold places in the world relative to the Equator.• I can identify countries using an atlas or world map. <p>Identify the position of:</p> <ul style="list-style-type: none">• The Equator.• The North & South Pole. <p>Introduced to:</p> <ul style="list-style-type: none">• Northern & southern hemispheres• Lines of longitude & latitude• Arctic & Antarctic Circle• The Tropics of Cancer & Capricorn• The Greenwich Meridian & time zones inc. day/night.	<p>I have begun to develop a framework of world locational knowledge, incl. places in the local area, UK & wider world, & some globally significant physical & human features.</p> <p>Local Knowledge</p> <ul style="list-style-type: none">• I can identify Landscope on a map of South Devon.• I can locate the county of Devon on a map.• I can describe how Landscope village has changed.• I can explain benefits & disadvantages of where I live <p>UK Knowledge</p> <ul style="list-style-type: none">• I can locate some of the largest cities in the United Kingdom. <p>World Knowledge</p> <ul style="list-style-type: none">• I can name and locate the world’s main biomes.• I know the location of some of the world’s megacities.• I can locate the world’s countries, using maps to focus on North (& South) America, concentrating on environmental regions, key physical & human characteristics, countries & major cities.• I know that the USA is divided into fifty states.• I know the distribution of earthquakes around the world. <p>Identify the position & significance of:</p> <ul style="list-style-type: none">• The Equator• The North & South Pole.• Northern & southern hemispheres• Lines of longitude & latitude <p>Identify the position of:</p> <ul style="list-style-type: none">• Arctic & Antarctic Circle• The Tropics of Cancer & Capricorn• The Greenwich Meridian & time zones inc. day/night	<p>I have a more detailed & extensive framework of knowledge of the world, incl. globally significant physical & human features & places in the news.</p> <p>Local Knowledge</p> <ul style="list-style-type: none">• I can locate the main physical & human features of SW England.• I can locate human & physical features in my local area, & use these to explain how my local area compares with other areas studied.• I can locate and observe features of a local river., <p>UK Knowledge</p> <ul style="list-style-type: none">• I can name & locate counties & cities of the UK, geographical regions & their identifying human & physical characteristics, key topographical features & land-use patterns, & understand how some of these aspects have changed over time.• I know some names & locations Britain’s National Parks.• I can locate the main mountain ranges in the UK.• I can name & locate some rivers in the UK. <p>World Knowledge</p> <ul style="list-style-type: none">• I can locate the countries of Europe together with their capital cities & main physical features.• I can locate the Westman Islands in Iceland & describe their physical & human features.• I know how to compare a wide range of locations, countries and continents around the world.• I know the names and location of the main ranges of fold mountain in the world. <p>Identify the position & significance of:</p> <ul style="list-style-type: none">• The Equator• Northern & southern hemispheres• Lines of longitude & latitude• Arctic & Antarctic Circle• The Tropics of Cancer & Capricorn• The Greenwich Meridian & time zones inc. day/night.			
		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>

Reception Topics

Farming: Why are farms so important?

- Exploring **school grounds**
- Introduced to **rural** environment

Colour & Change: How do the seasons affect us?

- **Using maps** to explore the school
- Locating the **North Pole**

Space: Why is planet Earth special?

- **Mapping** Landscope Primary School
- Exploring Landscope **village**

Dinosaurs: What if dinosaurs were around today?

- Exploring Landscope **village**
- Locating capital **city** - **London**

New Life: Are all animals the same?

- Introduced to **South America** – Amazon Rainforest

Changing Environments: Where in the world could we go?

- Introduced to **Africa** – Savannah's of Kenya
- Introduced to **oceans** - different marine **environments**
- Introduced to **urban** environments – Plymouth trip

+

Weekly 'Outdoor Explorers'

- Observing **daily weather**
- Observing **seasonal change** in UK
- Exploring woodland **environment**

Rolling Programme of EnquiriesYear A

Local Geo.: What is the geography of where I live?

- Continents and Oceans
- Lines of latitude and longitude
- Equator
- North and South Poles
- United Kingdom

Natural Regions: Why don't penguins need to fly?

- Continents and Oceans
- Lines of latitude & longitude
- Equator
- North & South Poles
- United Kingdom

Seaside: Why do we love being by the sea?

- Continents and Oceans
- Lines of latitude & longitude
- Equator
- North & South Poles
- United Kingdom

Year B

Weather: How does weather affect where I live?

- Continents and Oceans
- Lines of latitude & longitude
- Equator
- North & South Poles
- United Kingdom

Food: Why does it matter where food comes from?

- Continents and Oceans
- Lines of latitude & longitude
- Equator
- North & South Poles
- United Kingdom

Kampong Ayer: How does the geography of Kampong Ayer compare with where I live?

- Continents and Oceans
- Lines of latitude & longitude
- Equator
- North & South Poles
- United Kingdom

Rolling Programme of EnquiriesYear A

Megacities: Why do so many people in the world live in megacities?

- Europe including Russia
- North America
- South America
- United Kingdom
- Latitude and longitude
- Northern and Southern Hemisphere
- Time zones

Change: How & why is my local area changing?

- United Kingdom
- Latitude and longitude
- Northern and Southern Hemisphere
- Time zones

Climate: Why are jungles wet & deserts dry?

- South America
- United Kingdom
- Latitude and longitude
- Northern and Southern Hemisphere
- Time zones

Year B

Earthquakes: Why do some earthquakes cause more damage than others?

- South America
- Latitude and longitude
- Northern and Southern Hemisphere
- Time zones

Florida: Beyond the Magic Kingdom: What is the Sunshine State really like?

- Europe including Russia
- North America - Florida
- South America
- United Kingdom
- Latitude and longitude
- Northern and Southern Hemisphere
- Time zones

Sustainability: How can we live more sustainably?

- United Kingdom
- Latitude and longitude
- Northern and Southern Hemisphere
- Time zones

Rolling Programme of EnquiriesYear A

Mountains: Why are mountains so important?

- Europe including Russia
- North America
- South America
- United Kingdom
- Latitude and longitude
- Northern and Southern Hemisphere

National Parks: Who are Britain's National Parks for?

- North America
- United Kingdom
- Latitude and longitude
- Northern and Southern Hemisphere

Climate Change: How is climate change affecting the world?

- Europe including Russia
- North America
- South America
- United Kingdom
- Latitude and longitude
- Northern and Southern Hemisphere

Year B

Volcanoes: How do volcanoes affect the lives of people on Hiemaey?

- Europe including Russia
- Latitude and longitude
- Northern and Southern Hemisphere

Fair Trade: Why is fair trade fair?

- Europe including Russia
- South America
- United Kingdom
- Latitude and longitude
- Northern and Southern Hemisphere

Rivers: What is a river?

- Europe including Russia
- United Kingdom
- Latitude and longitude
- Northern and Southern Hemisphere

Understanding of the Conditions, Processes & Interactions: Explaining Features, Distribution Patterns & Changes Over Time & Space

- Extending from the familiar & concrete to the unfamiliar & abstract.
- Making greater sense of the world by organising & connecting information & ideas about people, places, processes & environments.
- Working with more complex information about the world, including the relevance of people's attitudes, values & beliefs.

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		3-4yrs & Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
Building Substantive Knowledge	Place Knowledge	See <u>Understanding of the World Early Learning Goals</u> • Past & Present • People, Cultures & Communities • The Natural World	<u>KS1 National Curriculum</u> • Understand geographical similarities & differences through studying the human & physical geography of <u>a small area of the United Kingdom</u> & of <u>a small area in a contrasting non-European country</u> .		<u>KS2 National Curriculum</u> • Understand geographical similarities & differences through the study of human & physical geography of <u>a region of the United Kingdom</u> , <u>a region in a European country</u> & <u>a region within North or South America</u> .			
		• I can describe my immediate environment. • I can identify some similarities & differences to other countries & environments. <u>Locations explicitly considered:</u> Farming • School grounds & local area Colour & Change • Bethlehem, Israel & Arctic envi. <u>Space & Planet Earth</u> • Landscope & local area, China. Dinosaurs • Jurassic Coast & London, UK. New Life • Amazon rainforest, Brazil. Changing Environments • Savannah, Kenya & Marine envi. + <u>Weekly ‘Outdoor Explorers’</u> •_School grounds, temperate woodland & Landscope village.	• I show understanding by describing the places & features I study using simple geographical vocabulary, identifying some similarities & differences & simple patterns in the environment. <u>Main Case Studies</u> <u>Small area of the United Kingdom:</u> Local Geography: <i>What is the geography of where I live?</i> • Landscope Primary School & village, UK. <u>Small area in a contrasting non-European country:</u> Kampung Ayer: <i>How does the geography of Kampung Ayer compare with where I live?</i> • Kampong Ayer, Brunei, Asia. Seaside: <i>Why do we love being by the sea so much?</i> • Wembury, UK. Weather: <i>How does the weather affect where I live?</i> • Landscope Primary School & village, UK. Natural Regions: <i>Why don’t penguins need to fly?</i> • Arctic, Antarctica & Sahara, Africa. Food: <i>Why does it matter where my food comes from?</i> • Devon, UK & Costa Rica.		• I demonstrate my knowledge & understanding of the wider world by investigating places beyond my immediate surroundings, incl. human & physical features & patterns, how places change & some links between people & environments. • I am adept at comparing places, & I understand some reasons for similarities & differences. <u>Main Case Studies</u> <u>A region within North (or South) America:</u> Florida: <i>Beyond the Magic Kingdom: What is the Sunshine State really like?</i> Florida, USA. <u>A region of the United Kingdom & a region within South America.</u> Megacities: <i>Why do so many people in the world live in megacities?</i> • Brasilia, Brazil; Milton Keynes, UK. Climate: <i>Why are jungles wet & deserts dry?</i> • UK, Amazon Basin, S. America & Atacama Desert, Chile. Change: <i>How & why is my local area changing?</i> • Landscope village, UK. Earthquakes: <i>Why do some earthquakes cause more damage than others?</i> • Christchurch, New Zealand. Sustainability: <i>How can we live more sustainably?</i> • Exminster, UK & Nepal, Asia.		• I understand in some detail what a number of places are like, how & why they are similar & different, & how & why they are changing. • I know about some spatial patterns in physical & human geography, the conditions which influence those patterns, & processes which lead to change. • I show some understanding of the links between places, people & environments. <u>Main Case Studies</u> <u>A region in a European country:</u> Volcanoes: <i>How do volcanoes affect the lives of people on Hiemaey?</i> Hiemaey, Iceland. <u>A region of the United Kingdom:</u> Mountains: <i>Why are mountains so important?</i> • Cambrian Mountains, Wales & Mount Everest, Himalayas, Nepal/China. National Parks: <i>Who are Britain’s National Parks for?</i> • Dartmoor National Park & Exmoor National Park, UK. Climate Change: <i>How is climate change affecting the world?</i> • Starcross, UK, Banjul, The Gambia, Victoria, Australia & Nuuk, Greenland. Rivers: <i>What is a river?</i> • River Axe, UK & Bangladesh, Asia. Fair Trade: <i>Why is fair trade fair?</i> • Southampton, UK, China & St. Lucia.	
		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		3-4yrs & Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>

Building Substantive Knowledge	Human & Physical Geography	<p>See <u>Understanding of the World Early Learning Goals</u></p> <ul style="list-style-type: none">• Past & Present• People, Cultures & Communities• The Natural World	<p><u>KS1 National Curriculum</u></p> <ul style="list-style-type: none">• Identify seasonal & daily weather patterns in the UK & the location of hot & cold areas of the world in relation to the Equator & North & South Poles.• Use basic geographical vocabulary to refer to:<ul style="list-style-type: none">- key physical features, incl.: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season & weather.- key human features, incl.: city, town, village, factory, farm, office, port, harbour & shop.	<p><u>KS2 National Curriculum</u></p> <ul style="list-style-type: none">• Describe & understand key aspects of:<ul style="list-style-type: none">- physical geography, including: climate zones, biomes & vegetation belts, rivers, mountains, volcanoes & earthquakes, & the water cycle.- human geography, including: types of settlement & land use, economic activity including trade links, & the distribution of natural resources including energy, food, minerals & water.
		<ul style="list-style-type: none">• I understand the effect of the changing seasons on the natural world around me.• I can talk about members of my immediate family & community.• I can name & describe people who are familiar to me.• I understand that some places are special to my community.• I recognise some similarities & differences between life in this country & life in other countries.• I recognise some environments that are different to the one in which I live.• I can draw information from a simple map.	<p><u>Rolling Programme of Enquiries</u></p> <p><u>Year A</u></p> <p>Local Geo.: What is the geography of where I live?</p> <ul style="list-style-type: none">• Physical & human features• Basic subject vocab.• Identify, observe, describe, record & locate on a simple plan some significant physical & human features & land uses of their school grounds & immediate locality.• Locate where they live on a map of the four nations & main cities of the United Kingdom & locate the United Kingdom on a map of the countries of Europe. <p>Natural Regions: Why don't penguins need to fly?</p> <ul style="list-style-type: none">• Weather & Seasons• Hot & cold areas• Physical & human features• Basic subject vocabulary• Describe & compare the natural environments of Antarctica & North Africa.• Identify, describe & give reasons for some of the different ways in which living things, including humans, are adapted to survive in such places.• Identify & describe the three main types of climate & where each is found in the world. <p>Seaside: Why do we love being by the sea?</p> <ul style="list-style-type: none">• Weather & Seasons• Hot & cold areas• Physical & human features• Basic subject vocabulary• Identify & locate the seven continents & five oceans of the world on a world map & globe.• Describe some of the physical & human features typically seen at the seaside.• Suggest reasons why people enjoy visiting the coast for holidays, both in the past & now.• Suggest how they might take care of the natural environment to be found there.	<p><u>Rolling Programme of Enquiries</u></p> <p><u>Year A</u></p> <p>Megacities: Why do so many people in the world live in megacities?</p> <ul style="list-style-type: none">• Settlement & land use• Economic activity & trade• Recognise & display graphically how the number of people in the world living in cities is increasing & suggest reasons for why this is occurring.• Compare & contrast in basic terms the main features of cities in different countries around the world identifying some similarities & differences.• Consider whether the benefits of living in cities outweigh the disadvantages & explain their views. <p>Change: How & why is my local area changing?</p> <ul style="list-style-type: none">• Settlement & land use• Identify, describe & explain using information they have observed, recorded & presented graphically & on maps & plans, some of the ways in which places in their local area are changing currently or have changed in the past.• Identify, describe & explain using satellite images & simple GIS some important changes to the environment that they can observe occurring in different parts of the world. <p>Climate: Why are jungles wet & deserts dry?</p> <ul style="list-style-type: none">• Climate zones• Biomes & vegetation belts• Explain the difference between weather & climate & identify & describe in general terms using climate graphs, the differences in climate to be seen across the United Kingdom & in polar, temperate & tropical regions of the world.• Explain why the jungles of the Amazon & Congo Basins are so wet & humid & yet Arica in South America is the driest place on Earth.

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
Building Substantive Knowledge	Human & Physical Geography	<u>Reception Topics</u>	<u>Rolling Programme of Enquiries</u>		<u>Rolling Programme of Enquiries</u>		<u>Rolling Programme of Enquiries</u>	
		<p>Farming: Why are farms so important?</p> <ul style="list-style-type: none">• Exploring school grounds• Observing farming in local area• Rural environment <p>Colour & Change: How do the seasons affect us?</p> <ul style="list-style-type: none">• Learning about autumn in the UK• Nativity story• North Pole (linked to Christmas) <p>Space: Why is planet Earth special?</p> <ul style="list-style-type: none">• Mapping Landscope Primary School• China (as part of Chinese NY)• Exploring Landscope village <p>Dinosaurs: What if dinosaurs were around today?</p> <ul style="list-style-type: none">• Learning about Jurassic Coast, UK.• Urban environment - Google Earth - London, UK. <p>New Life: Are all animals the same?</p> <ul style="list-style-type: none">• Amazon rainforest, Brazil. <p>Changing Environments: Where in the world could we go?</p> <ul style="list-style-type: none">• Learning about Savannah, Kenya.• Exploring marine environments• Visit Plymouth <p>+</p> <p>Weekly ‘Outdoor Explorers’</p> <ul style="list-style-type: none">• Observing daily weather• Observing seasonal change in UK• Exploring woodland environment	<p><u>Year B</u></p> <p>Weather: How does weather affect where I live?</p> <ul style="list-style-type: none">• Weather & Seasons• Hot & cold areas• Physical & human features• Basic subject vocabulary• Observe, record & present graphically the basic elements of the weather at their locality.• Describe & suggest reasons for ways in which the weather changes through the seasons & how people & living things in the United Kingdom can be affected by these changes.• Identify & locate hot & cold areas of the world & suggest reasons why the weather isn’t the same everywhere in the world. <p>Food: Why does it matter where food comes from?</p> <ul style="list-style-type: none">• Weather & Seasons• Hot & cold areas• Physical & human features• Basic subject vocabulary• Recognise & describe how the food they eat is produced on farms, either in the UK or overseas.• Why some of their food must be imported & give reasons why it is important to eat a healthy diet.• Recognise & describe how the weather affects what kind of food can be produced by farmers. <p>Kampong Ayer: How does the geography of Kampong Ayer compare with where I live?</p> <ul style="list-style-type: none">• Weather & Seasons• Hot & cold areas• Physical & human features• Basic subject vocabulary• Compare & contrast the basic physical & human geography, including the weather, of their locality with that of the village of Kampong Ayer in Brunei.• Suggest reasons for some of the main similarities & differences in the geography of their locality & Kampong Ayer that they have observed.• Locate the United Kingdom & Brunei on a map of the continents & oceans of the world together with the equator, the Prime Meridian (Greenwich Meridian) & the North Pole & South Pole.	<p><u>Year B</u></p> <p>Earthquakes: Why do some earthquakes cause more damage than others?</p> <ul style="list-style-type: none">• Volcanoes & earthquakes• Describe in simple terms using labelled diagrams what causes an earthquake & how the magnitude of an earthquake is measured.• Explain in basic terms why some earthquakes cause more destruction than others.• Recognise & give reasons for why most earthquakes & volcanoes tend to occur at the same locations around the world. <p>Florida: Beyond the Magic Kingdom: What is the Sunshine State really like?</p> <ul style="list-style-type: none">• Climate zones• Settlement & land use• Economic activity & trade• Locate the Disney Magic Kingdom theme park on a map of the states & main cities of the United States in the continent of North America & explain why it is so popular with visitors from countries around the world.• Identify & describe a number of important physical & human features of Florida other than the Magic Kingdom. <p>Sustainability: How can we live more sustainably?</p> <ul style="list-style-type: none">• Natural Resources• Recognise, describe & explain different ways in which it is possible to live a more sustainable lifestyle both individually & at home & school.• Compare & contrast how people in different parts of the world are living more sustainably & helping to conserve their environment.	<p><u>Year B</u></p> <p>Volcanoes: How do volcanoes affect the lives of people on Hiemaey?</p> <ul style="list-style-type: none">• Climate zones• Volcanoes & earthquakes• Settlement & land use• Economic activity & trade• Summarise the similarities & differences & reach a conclusion about how the physical & human geography of Heimaey in Iceland compares with that of their home area.• Evaluate the benefits & drawbacks of living on an active volcanic island such as Heimaey & reach a judgement & justify their view as to what people here might best do in the future. <p>Fair Trade: Why is fair trade fair?</p> <ul style="list-style-type: none">• Climate zones• Economic activity & trade• Natural resources• Explain what trade is & why it has been important to countries around the world for thousands of years.• Compare & contrast the United Kingdom’s main imports from & exports to China & reach a judgement about the relative importance of what we choose to buy & sell as a country.• Explain why trade may not always be fair & evaluate the potential benefits to the producer & consumer of people around the world becoming Fair Trade farmers. <p>Rivers: What is a river?</p> <ul style="list-style-type: none">• Rivers & the water cycle• Natural resources• Identify, describe & explain how the course of a river changes from source to mouth & the importance of rivers as an element in the water cycle & also for wildlife & human activities.• Identify, describe & explain how the River Thames at the Isle of Dogs in London has changed since the time of Henry VIII & reach a judgement as to how these changes have affected the local area.			

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		3-4yrs & Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
Building Substantive Knowledge	Geographical Terms & Vocabulary	Key Concepts: buildings, country, countryside, environment, farming, job, local, migrate, place, religion, season, town, transport, weather	Key Concepts: farming, buildings, city, coast, continent, country, countryside, environment, farm, job, local, migration, ocean, place, population, religion, river, rural, sea, season, similarities, temperature, tourism, town, transport, urban, village, weather		Key Concepts: farming, buildings, city, climate, coast, continent, country, countryside, culture, deforestation, development, disaster, economy, employment, environment, hazard, landscape, land-use, local, migration, natural disaster, ocean, place, population, religion, river, rural, sea, season, settlement, sustainable, technology, temperature, tourism, town, transport, urban, village, weather		Key Concepts: agriculture, buildings, city, climate, coast, conservation, continent, country, countryside, culture, deforestation, development, disaster, economy, eco-system, employment, energy, environment, hazard, landscape, land-use, leisure, local, management, manufacture, migration, natural disaster, natural-resource, ocean, place, population, religion, resource, river, rural, sea, season, settlement, sustainable, technology, temperature, tourism, town, trade, transport, urban, village, water-cycle, weather	
		Cartographic: aerial photo, birds-eye view, features, globe, label, map, photo, plan, represent, route, sketch, title, Enquiry: effect, change, compare, different, distance, far, near, order, position, sequence, similar, what, when, where, who, why, See EYFS planning for specific vocabulary: <ul style="list-style-type: none">• Farming• Colour & Change• Space & Planet Earth• Dinosaurs• New Life• Changing Environments+• Weekly ‘Outdoor Explorers’	Cartographic: aerial photo, atlas, birds-eye view, compass, direction, east, features, globe, key, label, location, map, north, photo, plan, represent, route, scale, sketch, south, symbol, title, west, Enquiry: effect, change, characteristics, compare, differences, distance, far, fieldwork, geography, human-geography, near, observation, order, physical-geography, position, sequence, similarities, what, when, where, who, why, See enquiries for <u>basic</u> subject specific vocabulary: <ul style="list-style-type: none">• Local Geography• Natural Regions• Seaside• Weather• Food• Non-European country: Kampong Ayer		Cartographic: aerial photo, atlas, biome, birds-eye view, compass, coordinates, direction, east, easting, Equator, features, globe, key, label, latitude, location, longitude, map, north, Northern Hemisphere, northing, Ordnance-Survey maps, photo, plan, represent, route, scale, sketch, Southern Hemisphere, south, symbol, title, Tropic of Cancer, Tropic of Capricorn, west Enquiry: effect, change, characteristics, classification, compare, differences, distance, distribution, far, fieldwork, geography, human-geography, measure, near, observation, order, physical-geography, position, record, sequence, similarities, what, when, where, who, why, See enquiries for <u>appropriate</u> and <u>specialised</u> subject specific vocabulary: <ul style="list-style-type: none">• Earthquakes• A region in North America: Florida• Sustainability• Megacities• Local Area Changing• Climate		Cartographic: aerial photo, atlas, biome, birds-eye view, compass, coordinates, direction, elevation, east, Equator, features, Geographic Information Systems (GIS), globe, key, label, latitude, location, longitude, map, north, north-east, Northern Hemisphere, northing, north-west, Ordnance-Survey maps, photo, plan, Prime/Greenwich Meridian, represent, route, scale, sketch, Southern Hemisphere, south, south-east, south-west, symbol, time zone, title, Tropic of Cancer, Tropic of Capricorn, west Enquiry: effect, change, characteristics, classification, compare, differences, distance, distribution, far, fieldwork, geography, human-geography, measure, near, observation, order, physical-geography, position, record, sequence, similarities, survey, what, when, where, who, why, See enquiries for <u>specialised</u> subject specific vocabulary: <ul style="list-style-type: none">• Region in UK: Cambrian Mountains.• National Parks• Climate Change•_Region in Europe: Volcanoes in Hiemaey.• Fair Trade• Rivers	

Geographical Enquiry: Application of skills in Observing, Collecting, Analysing, Evaluating & Communicating Geographical Information.

Increasing the range & accuracy of pupils' investigative skills, advancing their ability to select & apply these skills with increasing independence to geographical enquiry.

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		3-4yrs & Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
Building Substantive Knowledge	Geographical Skills & Fieldwork	<p>See <u>Understanding of the World Early Learning Goals</u></p> <ul style="list-style-type: none"> • Past & Present • People, Cultures & Communities • The Natural World 	<p><u>KS1 National Curriculum</u></p> <ul style="list-style-type: none"> • Use world maps, atlases & globes to identify the United Kingdom & its countries, as well as countries, continents & oceans studied. • Use simple compass directions (North, South, East & West) & locational & directional language, to describe location of features & routes on a map. • Use aerial photographs & plan perspectives to recognise landmarks & basic human & physical features; devise a simple map; & use & construct basic symbols in a key. • Use simple fieldwork & observational skills to study the geography of their school & its grounds & the key human & physical features of its surrounding environment. 		<p><u>KS2 National Curriculum</u></p> <ul style="list-style-type: none"> • Use maps, atlases, globes & digital/computer mapping to locate countries & describe features studied. • Use the eight points of a compass, four & six-figure grid references, symbols & key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom & the wider world. • Use fieldwork to observe, measure, record & present the human & physical features in the local area using a range of methods, including sketch maps, plans & graphs, & digital technologies. 			
		<p>I make sense of the world, through:</p> <ul style="list-style-type: none"> • Personal experiences • Stories, non-fiction texts & simple maps. 	<p>I can investigate places & environments by:</p> <ul style="list-style-type: none"> • making observations • using sources such as maps, atlases, globes, images & aerial photos. 		<p>• I can investigate places & environments by :</p> <ul style="list-style-type: none"> - making observations - using sources such as maps, atlases, images & aerial photos. 		<p>• I am able to carry out investigations using:</p> <ul style="list-style-type: none"> - a range of skills - a range of sources of information including a variety of maps, GIS, graphs, images & aerial photographs. 	
		<p>I can gather some information from:</p> <ul style="list-style-type: none"> • Maps: Globe, World map & Landscope map. • Simple maps: Describe simply location of features & familiar routes. • Photographs: Terrestrial & introduce aerial. • Fieldwork: Simple observations, simple drawings. 	<p>I can gather information from:</p> <ul style="list-style-type: none"> • Maps: Globe, World Map, Atlas Maps (physical & political), Simple online digital mapping (GIS) • Simple plans/street maps: Map symbols in a key, four points of compass, Locational/directional language, number letter co-ordinates, describe location of features & routes on a map or plan. • Photographs: Terrestrial & aerial. • Fieldwork: Simple observations, simple recording & simple presentation. 		<p>I can gather information from:</p> <ul style="list-style-type: none"> • Maps: Globe, World Map, Atlas Maps (physical, political & thematic), Online digital mapping (GIS) & data retrieval. • Ordnance Survey Maps (1:50,000): Map symbols & keys, four figure grid references, spot heights, estimating area, eight points of compass, estimating straight line distances using scale line. • Photographs: Terrestrial, aerial & satellite. • Fieldwork: Observe, measure, record, present, interpret & evaluate. 		<p>I can gather information from:</p> <ul style="list-style-type: none"> • Maps: Globe, World Map, Atlas Maps (physical, political & thematic), Online digital mapping (GIS) & data retrieval. • Ordnance Survey Maps (1:25,000): Map symbols & key, six figure grid references, estimating height & slope using contour lines, 8 points of compass, calculate straight line & actual distance using scale. • Photographs: Terrestrial, aerial & satellite. • Fieldwork: Observe, measure, record, present, interpret & evaluate. 	
		<p>I can communicate information in:</p> <ul style="list-style-type: none"> • Simple drawings • Very simple 'sketch' maps • Oral narratives 	<p>I can display & communicate information in:</p> <ul style="list-style-type: none"> • Simple sketch maps & plans: Include map symbols in a key. • Simple data presentation methods: e.g. pictograms, tally charts, tables & Venn diagram. • Oral narratives Written narratives 		<p>I can display & communicate information in:</p> <ul style="list-style-type: none"> • Labelled sketches, maps & diagrams • Simple data presentation methods: e.g. bar chart, pictograms, tables, line graphs & flow line chart. • Oral narratives: e.g. discussion & questioning, presentations, role play etc. Written narratives: e.g. poems, fiction & non-fiction text types/genres. 		<p>I can display & communicate information in:</p> <ul style="list-style-type: none"> • Labelled sketches, maps & diagrams • Simple data presentation methods: e.g. histograms, bar chart, tables, line graphs, pie chart, scatter graph & climate graph. • Oral narratives: e.g. discussion & questioning, presentations, role play etc. Written narratives: e.g. poems, fiction & non-fiction text types/genres. 	

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
Building Substantive Knowledge	Geographical Skills & Fieldwork	<u>Reception Topics</u>	<u>Rolling Programme of Enquiries</u>		<u>Rolling Programme of Enquiries</u>		<u>Rolling Programme of Enquiries</u>	
		<p>Farming: Why are farms so important?</p> <ul style="list-style-type: none">• Exploring school grounds• Observing farming in local area• Rural environment <p>Colour & Change: How do the seasons affect us?</p> <ul style="list-style-type: none">• Learning about autumn in the UK• Nativity story• North Pole (linked to Christmas) <p>Space: Why is planet Earth special?</p> <ul style="list-style-type: none">• Mapping Landscope Primary School• China (as part of Chinese NY)• Exploring Landscope village <p>Dinosaurs: What if dinosaurs were around today?</p> <ul style="list-style-type: none">• Learning about Jurassic Coast, UK.• Urban environment - Google Earth - London, UK. <p>New Life: Are all animals the same?</p> <ul style="list-style-type: none">• Amazon rainforest, Brazil. <p>Changing Environments: Where in the world could we go?</p> <ul style="list-style-type: none">• Learning about Savannah, Kenya.• Exploring marine environments• Visit Plymouth <p>+</p> <p>Weekly ‘Outdoor Explorers’</p> <ul style="list-style-type: none">• Observing daily weather• Observing seasonal change in UK• Exploring woodland environment	<p><u>Year A</u></p> <p>Local Geo.: What is the geography of where I live?</p> <ul style="list-style-type: none">•World maps• Atlases and globes• Compass directions• Satellite, aerial and terrestrial photographs and plans• Fieldwork <p>Natural Regions: Why don’t penguins need to fly?</p> <ul style="list-style-type: none">• World maps• Atlases and globes• Compass directions• Satellite, aerial and terrestrial photographs and plans <p>Seaside: Why do we love being by the sea?</p> <ul style="list-style-type: none">•World maps• Atlases and globes• Compass directions• Satellite, aerial and terrestrial photographs and plans• Fieldwork <p><u>Year B</u></p> <p>Weather: How does weather affect where I live?</p> <ul style="list-style-type: none">• World maps• Atlases and globes• Compass directions• Satellite, aerial and terrestrial photographs and plans• Fieldwork <p>Food: Why does it matter where food comes from?</p> <ul style="list-style-type: none">• World maps• Atlases and globes• Compass directions• Satellite, aerial and terrestrial photographs and plans• Fieldwork <p>Kampong Ayer: How does the geography of Kampong Ayer compare with where I live?</p> <ul style="list-style-type: none">• World maps• Atlases and globes• Compass directions• Satellite, aerial and terrestrial photographs and plans• Fieldwork	<p><u>Year A</u></p> <p>Megacities: Why do so many people in the world live in megacities?</p> <ul style="list-style-type: none">• Plans – key and scale• Atlases, globes and world maps• Political and physical atlas maps• Thematic atlas maps• GIS <p>Change: How & why is my local area changing?</p> <ul style="list-style-type: none">• Plans – key and scale• Atlases, globes and world maps• GIS• Points of compass (8)• 1:50 000 OS maps• Key, symbols and scale• Four Figure Grid references• Fieldwork – observe, measure, record, present and interpret <p>Climate: Why are jungles wet & deserts dry?</p> <ul style="list-style-type: none">• Atlases, globes and world maps• GIS• Points of compass (8)• Thematic atlas maps <p><u>Year B</u></p> <p>Earthquakes: Why do some earthquakes cause more damage than others?</p> <ul style="list-style-type: none">• World maps, atlases and globes• GIS• Plans – map symbols and key <p>Florida: Beyond the Magic Kingdom: What is the Sunshine State really like?</p> <p>Plans – key and scale</p> <ul style="list-style-type: none">• Atlases, globes and world maps• Political and physical atlas maps• Thematic atlas maps• GIS <p>Sustainability: How can we live more sustainably?</p> <ul style="list-style-type: none">• Plans – key and scale• Atlases, globes and world maps• GIS• Points of compass (8)• Fieldwork – observe, measure, record, present and interpret	<p><u>Year A</u></p> <p>Mountains: Why are mountains so important?</p> <ul style="list-style-type: none">• Atlases, globes and world maps• 1:50 000 OS maps – scale, symbols, key• Four and Six Figure grid references <p>National Parks: Who are Britain’s National Parks for?</p> <ul style="list-style-type: none">• Maps and plans – key, scale and symbols• Atlases, globes and world maps• 1:50 000 and 1: 25 000 OS maps – scale, symbols, key• Four and Six Figure grid references• Fieldwork – observe, measure, record, present and interpret <p>Climate Change: How is climate change affecting the world?</p> <ul style="list-style-type: none">• Atlases, globes and world maps• GIS• 1:50 000 OS maps – scale, symbols, key• Four and Six Figure grid references <p><u>Year B</u></p> <p>Volcanoes: How do volcanoes affect the lives of people on Hiemaey?</p> <ul style="list-style-type: none">• Maps and plans – key, scale and symbols• Atlases, globes and world maps• GIS <p>Fair Trade: Why is fair trade fair?</p> <ul style="list-style-type: none">• Maps and plans – key, scale and symbols• Atlases, globes and world maps• GIS• 1:50 000 OS maps – scale, symbols, key• Four and Six Figure grid references• Fieldwork – observe, measure, record, present and interpret <p>Rivers: What is a river?</p> <ul style="list-style-type: none">• Maps and plans – key, scale and symbols• Atlases, globes and world maps• GIS• 1:50 000 OS maps – scale, symbols, key• Four and Six Figure grid references• Fieldwork – observe, measure, record, present and interpret			

		EYFS	Key Stage One		Lower Key Stage Two		Upper Key Stage Two	
		3-4yrs & Reception *	Year One - <i>Developing</i>	Year Two- <i>Secure</i>	Year Three - <i>Developing</i>	Year Four - <i>Secure</i>	Year Five - <i>Developing</i>	Year Six- <i>Secure</i>
Disciplinary Knowledge	Geographical Enquiry	<ul style="list-style-type: none"> I am curious about people & places. I ask appropriate questions. I can ask questions to clarify my understanding. 	<ul style="list-style-type: none"> I can investigate places & environments by: <ul style="list-style-type: none"> - asking & answering questions I can ask simple questions about places. I recognise geography is the study of the connections between people & places. I can identify features of geography as a subject. 		<ul style="list-style-type: none"> I can investigate places & environments by : <ul style="list-style-type: none"> - asking & responding to geographical questions I can express my opinion. I recognise that others may think differently. I am beginning to ask more geographically focussed questions, shaped by geographical concepts. I can increasingly describe how geographers work. I can define geography as ‘the study of the connections between people & places’. 		<ul style="list-style-type: none"> I am able to carry out investigations by: <ul style="list-style-type: none"> - asking & answering a range of geographical questions I can express & explain my opinions. I recognise why others may have different points of view. I ask geographically focussed questions, shaped by geographical concepts. I define geography as ‘the study of people (human geography) & the natural environment (physical geography) & the relationship between the two’. I can explain what it means to work like a geographer. I understand Geography is a unique subject with its own ideas & processes. I can explain why geography is a valuable area of study in the 21st century. 	
		<p>Enquiry Skills: <u>Identifying, recognising, describing, observing</u></p> <p>Reception Topics</p> <ul style="list-style-type: none"> Farming: Why are farms so important? Colour & Change: How do the seasons affect us? Space: Why is planet Earth special? Dinosaurs: What if dinosaurs were around today? New Life: Are all animals the same? Changing Environments: Where in the world could we go? Weekly ‘Outdoor Explorers’ 	<p>Enquiry Skills: <u>Identifying, recognising, describing, observing, recalling, comparing & contrasting, sequencing, categorising, reasoning & interpreting, explaining</u></p> <p>Rolling Programme of Enquiries</p> <p>Year A</p> <ul style="list-style-type: none"> Local Geo.: What is the geography of where I live? Natural Regions: Why don’t penguins need to fly? Seaside: Why do we love being by the sea? <p>Year B</p> <ul style="list-style-type: none"> Weather: How does weather affect where I live? Food: Why does it matter where food comes from? Kampong Ayer: How does the geography of Kampong Ayer compare with where I live? 		<p>Enquiry Skills: <u>Identifying, recognising, describing, observing, recalling, comparing & contrasting, sequencing, categorising, reasoning & interpreting, understanding through explanation (explaining), synthesising, justifying, developing conclusions</u></p> <p>Rolling Programme of Enquiries</p> <p>Year A</p> <ul style="list-style-type: none"> Megacities: Why do so many people in the world live in megacities? Change: How & why is my local area changing? Climate: Why are jungles wet & deserts dry? <p>Year B</p> <ul style="list-style-type: none"> Earthquakes: Why do some earthquakes cause more damage than others? Florida: Beyond the Magic Kingdom: What is the Sunshine State really like? Sustainability: How can we live more sustainably? 		<p>Enquiry Skills: <u>Identifying, recognising, describing, observing, recalling, comparing & contrasting, sequencing, categorising, reasoning & interpreting, understanding through explanation (explaining), synthesising, justifying, developing conclusions, making substantiated judgements, evaluating, critiquing, empathising, hypothesising</u></p> <p>Rolling Programme of Enquiries</p> <p>Year A</p> <ul style="list-style-type: none"> Mountains: Why are mountains so important? National Parks: Who are Britain’s National Parks for? Climate Change: How is climate change affecting the world? <p>Year B</p> <ul style="list-style-type: none"> Volcanoes: How do volcanoes affect the lives of people on Hiemaey? Fair Trade: Why is fair trade fair? Rivers: What is a river? 	

*Early Learning Goals & National Curriculum in bold, Reception Development Matters & others are school generated.