

Lumbertubs Primary School

Geography Progression Document



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Lumbertubs Geography vision:

Each area of the four branches of geography: location and place knowledge, physical geography, human geography and the knowledge of geographical skills and fieldwork are covered and revisited throughout the children's learning journey at Lumbertubs. Our aim is to:

- enable children to gain knowledge and understanding of places in the world;
- encourage children's interest in their environments and develop a knowledge and understanding of the physical and human processes which shape our world
- increase children's knowledge, understanding and respect of other cultures
- allow children to learn graphic skills including how to use, draw and interpret maps;
- enable children to know and understand environmental problems and world events at a local, regional and global level;
- develop a variety of other skills including those of enquiry, problem solving, ICT, investigation and how to present their conclusions in the most appropriate way.

Our geography themes are mainly delivered through our creative connected curriculum; planned cross-curriculum opportunities are used where possible. There are many cross curricular links to ensure pupils are able to see the subject in context of themselves and the lives of the community around them and wider world, developing their ideas of global citizenship. Use of our bespoke progression document ensures progression and continuity of skills and knowledge throughout the school. The teachers plan with an awareness of skills and concepts taught and ready to build on.

Differentiation through outcome and by the amount of adult support (to individuals or groups of children) is used in many of the activities and assessed using the bronze, silver, gold assessment criteria for that lesson. Other times differentiated activities are provided to ensure an appropriate coverage of the topic.

National curriculum and Early Learning Goals overview

Early Learning Goals	
Understanding the world: ELG: People, Culture and Communities ● Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. ● Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. ELG: The Natural World ● Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. ● Understand some important processes and changes in the natural world around them, including the seasons.	
The National Curriculum – Key Stage One	The National Curriculum – Key Stage Two
Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to: Locational knowledge: ● Name and locate the world's seven continents and five oceans. ● Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. Place knowledge: ● Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Human and physical geography: ● Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. ● use basic geographical vocabulary to refer to: ● Key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. ● Key human features, including city, town, village, factory, farm, house, office, port, harbour and shop. Geographical skills and fieldwork: ● Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. ● Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right), to describe the location of features and routes on a map. ● Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. ● Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.	Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to: Locational knowledge: ● Locate the world's countries, using maps to focus on Europe (including the location of Russia), North, and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. ● name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. ● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). Place knowledge: ● Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. Human and physical geography: Describe and understand key aspects of: ● Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. ● human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Geographical skills and fieldwork: ● Use maps, atlases, globes and digital/computer mapping to locate countries and describe features 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. ● 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.

Lumbertubs' Geography topic investigation questions:

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	People and the community							
Autumn 2	Out of this world		What is it like here?	Would you prefer to live in a hot place or cold place?	Who lives in Antarctica?	What are rivers and how are they used?	What is life like in the Alps?	Why do oceans matter?
Spring 1	The people around us							
Spring 2	Watch me grow!		What is the weather like in the UK?	Why is our world wonderful?	Are all settlements the same?	Where does our food come from?	Why does population change?	Where does our energy come from?
Summer 1	All kinds of animals							
Summer 2	People who help us.		What is it like to live in Shanghai?	What is it like to live by the coast?	Why do people live near volcanoes?	Why are rainforests important to us?	Would you like to live in the desert?	Can I carry out an independent fieldwork study?

End of Key stage milestones and linked vocabulary

Human and Physical Geography								
Cog	End of EYFS Milestone		End of Key Stage One Milestone		End of Lower Key Stage 2 Milestone		End of Upper Key Stage 2 Milestone	
To investigate patterns EYFS Understanding people, culture and communities	- Begin to understand the need to respect and care for the natural environment and all living things. - Use all their senses in hands-on exploration of natural materials. - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.		key physical features, including: beach, coast, forest, hill, mountain, ocean, river, soil, valley, vegetation and weather. key human features, including: city, town, village, factory, farm, house, office and shop. - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country. - Identify land use around the school.		physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle. human geography, including: settlements and land use - Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate the countries of Europe and identify their main physical and human characteristics.		physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes human geography, including: settlements, land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals, and water supplies. - Understand some of the reasons for geographical similarities and differences between countries. - Identify and describe how the physical features affect the human activity within a location.	
End of year expectations Human and Physical Geography	Progression of Human and Physical Geography							
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Development Matters: Uses all senses in hands on exploration of natural materials. Begin to understand the need to respect and care for the natural environment and all living things.	Development Matters: Draw information from a simple map. Recognise some similarities and differences between life in this country and life in other countries. Explore the natural world around them. Recognise some environments that are different to the one in which they live.	I know the names of the four countries in the United Kingdom and locate them on a map. - I know the names of the three main seas that surround the United Kingdom. - I keep a weather chart and answer questions about the weather. - I know about some of the main things that are in hot and cold places. - I know which clothes I would wear in hot and cold places. - I know how the weather changes throughout the year and name the seasons.	- I name the continents of the world and locate them on a map. - I name the world's oceans and locate them on a map. - I name the capital cities of England, Wales, Scotland and Northern Ireland. - I know what I like and do not like about a place that is different to the one I live in. - I describe a place outside Europe using geographical words. - I know how jobs may be different in other locations. - I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. - I know about the facilities that a	- I know the name of a number of countries in the northern hemisphere. - I know the capital city of at least six European countries. - I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map. - I know whether a country is located in the Southern or Northern hemisphere - I know why people may be attracted to live in cities. - I know why people may choose to live in one place rather than another.	- I know how to plan a journey from my town/ city to another place in England. - I know how to find at least six cities in the UK on a map. - I research to discover features of villages, towns and cities and appreciate the differences. - I know about, name and locate some of the main islands that surround the United Kingdom. - I know the areas of origin of the main ethnic groups in the United Kingdom and in our school. - I know the difference between the British Isles,	- I know, name and locate the capital cities of neighbouring European countries. - I know the countries that make up the European Union. - I know about, name and locate many of the world's most famous mountainous regions. - I know why most cities as situated by rivers. - I know about the course of a river. - I name and locate many of the world's most famous rivers. - I know why ports are important and the role they play in distributing goods around the world.	- I know how to use an atlas by using the index to find places. - I know how to use some basic Ordnance Survey map symbols. - I know how to use Ordnance Survey symbols and six-figure grid references. - I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). - I know why some places are similar and dissimilar in relation to their human and physical features. - I know how time zones work and calculate time differences around the world.

			• I point to the equator, North and South Pole on an atlas and globe. • I know about some of the features of an island. • I know where I live and tell someone my address. • I know the four main directions on a compass are North, East, South and West. • I know what I like and do not like about the place I live.	village, town and city may need and give reasons. • I use the directional vocabulary: near, far, left, right to explain where a location is.	• I know about, locate and name some of the world's most famous volcanoes. • I know about and describe the key aspects of earthquakes. • I know about and describe the key aspects of volcanoes.	Great Britain and the United Kingdom. • I can use a road map to plan a journey from one city or town to another.	• I know what is meant by a biome.	• I name the largest deserts in the world and locate desert regions in an atlas.
Progressive Vocabulary	Nursery • our families • different cultures • weather • local area	Reception Northampton, town, River, buildings, countries, traffic lights, School, zebra crossing, map, world	Year 1 Town, village, continents, seas, oceans, Africa, transport, car, bus, train, boat, aeroplane	Year 2 North, South, East, West, South Pole, North Pole, Equator, Seasonal, Environment, Local, weather,	Year 3 Settlement, valley, mountain, vegetation, weathering, landscape, soil, erosion [within weathering], port, harbour, cliff, clay, factory, ocean, lake, transport, industry, diagram, compass, North East, South East, North West, South West, weather, climate zone, polar, equator, tropical, longitude, latitude, environment	Year 4 natural disasters, ox-bow lake spring, weathering/erosion coastal, inland settlement patterns, valley evaporation, precipitation, condensation, intensive, arable, market, mixed and organic farming, greenhouse/polytunnel, allotment, hydroponics, urban/rural, trade, manmade/natural resources productivity, sustainable, native/indigenous, export/import, distribution	Year 5 Oceans, countries and capitals, continents, physical and human characteristics, topographical features — rivers, mountains, coasts, hills, hemisphere — north and south, climate/ weather, climate, zones, vegetation belts, mouth, terrain, industrial, grid reference, contour lines/contours continent, landscape, natural, population, development, ground water, settlement, industry, tourist, scale [maps]	Year 6 Migrate, naturalised, disperse, indigenous, sustainability, immigrant, renewable, natural disaster, survey, population, natural resources, latitude, longitude, climate zones, distance, Greenwich/Prime Meridian, conservation, time zone, pollution, Northern hemisphere, export/import, Southern hemisphere, import, urban, rural, equatorial, land use, Equator, subterranean, congestion, location, pollution, minutes [location], tectonic plates, deforestation,

Place and locational knowledge								
Cog	End of EYFS Milestone		End of Key Stage One Milestone		End of Lower Key Stage 2 Milestone		End of Upper Key Stage 2 Milestone	
To investigate places EYFS Understanding the natural world	- Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. - Draw information from a simple map. - Recognise some similarities and differences between life in this country and life in other countries. - Explore the natural world around them. - Recognise some environments that are different to the one in which they live. - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. - Understand some important processes and changes in the natural world around them, including the seasons		- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. - Ask and answer geographical questions (such as: What is this place like? What or who will I see in this place? What do people do in this place?). - Identify the key features of a location in order to say whether it is a city, town, village, coastal or rural area.		- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. - Describe geographical similarities and differences between countries. - Describe how the locality of the school has changed over time. - Ask and answer geographical questions about the physical and human characteristics of a location. - Explain own views about locations, giving reasons.		- Describe how countries and geographical regions are interconnected and interdependent. - Describe geographical diversity across the world. - Describe how locations around the world are changing and explain some of the reasons for change. - Identify and describe the geographical significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, and time zones (including day and night). - Name and locate some of the countries and cities of the world and their identifying human and physical characteristics, including hills, mountains, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time. - Name and locate the countries of North and South America and identify their main physical and human characteristics.	
End of year expectations <i>place and locational knowledge</i>	Progression of place and locational knowledge							
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Development Matters: Knows that there are different countries in the world and they can talk about the differences they have experienced or seen in photographs. Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.	Development Matters: Recognises some similarities and differences between life in this country and life in other countries. Is able to draw information from a simple map.	- I know the names of the four countries in the United Kingdom and locate them on a map. - I know the names of the three main seas that surround the United Kingdom. - I keep a weather chart and answer questions about the weather. - I know about some of the main things that are in hot and cold places. - I know which clothes I would wear in hot and cold places.	- I name the continents of the world and locate them on a map. - I name the world's oceans and locate them on a map. - I name the capital cities of England, Wales, Scotland and Northern Ireland. - I know what I like and do not like about a place that is different to the one I live in. - I describe a place outside Europe using geographical words. - I know how jobs may be different in other locations. - I know the key features of a place from a picture using words like beach, coast, forest,	- I know the name of a number of countries in the northern hemisphere. - I know the capital city of at least six European countries. - I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map. - I know whether a country is located in the Southern or Northern hemisphere - I know why people may be attracted to live in cities. - I know why people may choose to live in one place rather than another.	- I know how to plan a journey from my town/ city to another place in England. - I know how to find at least six cities in the UK on a map. - I research to discover features of villages, towns and cities and appreciate the differences. - I know about, name and locate some of the main islands that surround the United Kingdom. - I know the areas of origin of the main ethnic groups in the United Kingdom and in our school. - I know the difference between the British Isles, Great	- I know, name and locate the capital cities of neighbouring European countries. - I know the countries that make up the European Union. - I know about, name and locate many of the world's most famous mountainous regions. - I know why most cities as situated by rivers. - I know about the course of a river. - I name and locate many of the world's most famous rivers.	- I know how to use an atlas by using the index to find places. - I know how to use some basic Ordnance Survey map symbols. - I know how to use Ordnance Survey symbols and six-figure grid references. - I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). - I know why some places are similar and dissimilar in relation to their human and physical features. - I know how time zones work and calculate time differences around the world.

			• I know how the weather changes throughout the year and name the seasons. • I point to the equator, North and South Pole on an atlas and globe. • I know about some of the features of an island. • I know where I live and tell someone my address. • I know the four main directions on a compass are North, East, South and West. • I know what I like and do not like about the place I live.	hill, mountain, ocean, valley. • I know about the facilities that a village, town and city may need and give reasons. • I use the directional vocabulary: near, far, left, right to explain where a location is.	• I know about, locate and name some of the world's most famous volcanoes. • I know about and describe the key aspects of earthquakes. • I know about and describe the key aspects of volcanoes.	Britain and the United Kingdom. • I can use a road map to plan a journey from one city or town to another.	• I know why ports are important and the role they play in distributing goods around the world. • I know what is meant by a biome.	• I name the largest deserts in the world and locate desert regions in an atlas.
Progressive Vocabulary	Nursery • Weather • Natural world • Growth • Different environments • Different countries • Day and night	Reception Street, house, road, school, castle, teacher, policeman, doctor, dentist, optician, paramedic, hot, cold, dry, icy, wet, snow, above, in, under, left, right, map	Year 1 Seasons, Spring, Summer, Autumn, Winter, weather words, North, South, East, West, left, right, farm, soil, hot, cold, Equator, North Pole, South Pole	Year 2 England, Northern Ireland, Scotland, Wales, London, Cardiff, Belfast, Edinburgh, Location, Aerial view, route, local, Irish Sea, North Sea, English Channel, continent, ocean, Australia, Atlantic, Pacific,	Year 3 Settlement, community, landscape, cliff, ocean, Valley, mountain, community, landscape, map, port, harbour, cliff, factory, ocean, lake, office, transport, industry, compass, North East, South East, North West, South West, weather, climate zone, equator, tropical, longitude, latitude, environment	Year 4 Hemisphere, tropical, polar, warm, humid, equator, longitude, latitude, oceans, climate zone	Year 5 climate zones, north and south, biomes, rivers and mountains, physical features, human features, resources, trade, food, climate/ weather, climate zones, vegetation belts, mouth, river, grid reference, source, terrain, features, industrial, grid reference, contour lines/contours, continent, landscape, natural, population, development, ground water, settlement, industry, tourist, scale [maps]	Year 6 Migrate, arctic, disperse, indigenous, Antarctic, sustainability, immigrant, natural disaster, population, natural, biomes: tropical, desert, tundra, taiga, marine, grassland, savanna, temperate, virtual, canopy [trees], latitude, vegetation belts, longitude, climate zones, Greenwich/Prime Meridian, conservation, time zone, pollution, grid reference, Northern hemisphere, Southern hemisphere, Tropic of Capricorn, Tropic of Cancer, equatorial, Equator, subterranean, latitude, location, longitude, minutes [location], tectonic plates, magma

Geographical Skills and Fieldwork								
Cog	End of EYFS Milestone		End of Key Stage One Milestone		End of Lower Key Stage 2 Milestone		End of Upper Key Stage 2 Milestone	
To develop fieldwork and geographical skills EYFS Communicate geographically -maths	- Understand position through words alone. For example, “The bag is under the table,” – with no pointing. - Describe a familiar route. - Discuss routes and locations, using words like ‘in front of’ and ‘behind’.		- Use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map. - Devise a simple map; and use and construct basic symbols in a key. Use simple grid references (A1, B1). - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied. - Use simple fieldwork and observational skills to study the geography of the school and the key human and physical features of its surrounding environment. - Use aerial images and plan perspectives to recognise landmarks and basic physical features. - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. - Name and locate the world’s continents and oceans.		- Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. - Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies. - Use a range of resources to identify the key physical and human features of a location.		- Use the eight points of a compass, four-figure grid references, symbols and a key (that uses standard Ordnance Survey symbols) to communicate knowledge of the United Kingdom and the world. - Create maps of locations identifying patterns (such as: land use, climate zones, population densities, height of land). - Collect and analyse statistics and other information in order to draw clear conclusions about locations. - Use a range of geographical resources to give detailed descriptions and opinions of the characteristic features of a location. - Use different types of fieldwork sampling (random and systematic) to observe, measure and record the human and physical features in the local area. Record the results in a range of ways. - Analyse and give views on the effectiveness of different geographical representations of a location (such as aerial images compared with maps and topological maps – as in London’s Tube map).	
End of year expectations Geographical Skills and Fieldwork	Progression of Geographical Skills and Fieldwork							
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Development Matters: Knows that there are different countries in the world and they can talk about the differences they have experienced or seen in photographs. Uses all senses in hands-on exploration of natural materials. Explores collections of materials with similar and/or different properties. Understanding the World- The Natural World Talks about what they see with a wide range of vocabulary. Is beginning to understand the need to respect and care for	Development Matters: Is able to draw information from a simple map. Understands that some places are special to members of the community. Recognises some similarities and differences between life in this country and life in other countries. Explores the natural world around him/ her. Describes what he/she can see, hear and feel whilst outside. Recognises some environments that are different to the one in which they live. Understands the effect of changing seasons on the natural world around him/her	- I know the names of the four countries in the United Kingdom and locate them on a map. - I know the names of the three main seas that surround the United Kingdom. - I keep a weather chart and answer questions about the weather. - I know about some of the main things that are in hot and cold places. - I know which clothes I would wear in hot and cold places. - I know how the weather changes throughout the year and name the seasons. - I point to the equator, North and South Pole on an atlas and globe. - I know about some of the features of an island.	- I name the continents of the world and locate them on a map. - I name the world’s oceans and locate them on a map. - I name the capital cities of England, Wales, Scotland and Northern Ireland. - I know what I like and do not like about a place that is different to the one I live in. - I describe a place outside Europe using geographical words. - I know how jobs may be different in other locations. - I know the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley. - I know about the facilities that a	- I know the name of a number of countries in the northern hemisphere. - I know the capital city of at least six European countries. - I locate the Tropic of Cancer, the Tropic of Capricorn and the Greenwich meridian on a map. - I know whether a country is located in the Southern or Northern hemisphere - I know why people may be attracted to live in cities. - I know why people may choose to live in one place rather than another. - I know about, locate and name some of the world’s most famous volcanoes. - I know about and describe the key aspects of earthquakes. - I know about and describe the key aspects of volcanoes.	- I know how to plan a journey from my town/ city to another place in England. - I know how to find at least six cities in the UK on a map. - I research to discover features of villages, towns and cities and appreciate the differences. - I know about, name and locate some of the main islands that surround the United Kingdom. - I know the areas of origin of the main ethnic groups in the United Kingdom and in our school. - I know the difference between the British Isles, Great Britain and the United Kingdom. - I can use a road map to plan a journey from one city or town to another.	- I know, name and locate the capital cities of neighbouring European countries. - I know the countries that make up the European Union. - I know about, name and locate many of the world’s most famous mountainous regions. - I know why most cities as situated by rivers. - I know about the course of a river. - I name and locate many of the world’s most famous rivers. - I know why ports are important and the role they play in distributing goods around the world. - I know what is meant by a biome.	- I know how to use an atlas by using the index to find places. - I know how to use some basic Ordnance Survey map symbols. - I know how to use Ordnance Survey symbols and six-figure grid references. - I collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). - I know why some places are similar and dissimilar in relation to their human and physical features. - I know how time zones work and calculate time differences around the world. - I name the largest deserts in the world and locate desert regions in an atlas.

	the natural environment and all living things. Understand position through words alone. For example, "The bag is under the table," – with no pointing. Describe a familiar route. Discuss routes and locations, using words like 'in front of' and 'behind'.		• I know where I live and tell someone my address. • I know the four main directions on a compass are North; East, South and West. • I know what I like and do not like about the place I live.	village, town and city may need and give reasons. • I use the directional vocabulary: near; far; left; right to explain where a location is.				
Progressive Vocabulary	Nursery • Simple directions • Countries • Local familiar features	Reception Left, right, under, in, behind, above, forwards, backwards, map, house, roundabout, street, bungalow, flat	Year 1 School, grounds, building, trees, grass, path, fence, playground, apparatus, plan, map, Lumbertubs Globe, map, atlas, journey, building, road, hill, river, stream, house, address, shop, school, bird's eye, aerial. Globe, map, United Kingdom, England, Wales, Scotland, Northern Ireland, flag, London,, Edinburgh, Cardiff, Belfast landmarks. Seasons, Spring, Summer, Autumn, Winter, weather words, North, South, East, West, left, right, farm, soil,, hot, cold, Equator, North Pole, South Pole, Town, village, continents, seas, oceans, Africa, transport, car, bus, train, boat, aeroplane	Year 2 Grid references, compass directions, north, south, east, west, human geography, physical geography, landmark, city, beach, forest, sea, desert, arctic, rain forest, ocean, mountain, valley, coast, river, hill, cliff	Year 3 Settlement, valley, mountain, vegetation, weathering, landscape, soil, erosion [within weathering], port, harbour, cliff, clay, factory, ocean, lake, transport, industry, diagram, compass, North East, South East, North West, South West, weather, climate zone, polar, equator, tropical, longitude, latitude, environment	Year 4 Scale, rid reference, contour satellite, height, distance, compass, north east, south east, north west, south west	Year 5 maps, atlases, globes, compass direction - north, south, east, west, northwest, northeast, southwest, southeast, physical features and human features, ordinance survey maps, symbols, key, time zone, Greenwich Meantime, Prime Meridian, surface, mouth, river, grid reference, terrain, products, grid reference, contour lines/contours, continent, landscape, natural, population, development, settlement, industry, tourist, scale [maps]	Year 6 Migrate, naturalised, arctic, disperse, indigenous, Antarctic, sustainability, immigrant, renewable, natural disaster, survey, population, natural resources, questionnaire, biomes: tropical, desert, tundra, taiga, marine, grassland, savanna, temperate, virtual, canopy (trees), latitude, vegetation belts, longitude, climate zones, conservation, scale, time zone, pollution, grid reference, Northern hemisphere, export/import symbols, Southern hemisphere, import, urban, Tropic of Capricorn, tropical, rural, Tropic of Cancer, equatorial, land use, Equator, subterranean, congestion, latitude, location, pollution, longitude, minutes[location], tectonic plates, deforestation, magma

National curriculum coverage

Key Stage 1 - National curriculum Geography content	Kapow Primary's geography strands	Kapow Primary topics Key stage 1					
		Year 1			Year 2		
		What is it like here?	What is the weather like in the UK?	What is it like to live in Shanghai?	Would you prefer to live in a hot or cold place?	Why is our world wonderful?	What is it like to live by the coast?
Name and locate the world's seven continents and five oceans	Locational knowledge			✓	✓	✓	✓
Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas	Locational knowledge		✓			✓	✓
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country	Place knowledge			✓	✓		
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles	Human and physical features		✓		✓		
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	Human and physical features	✓		✓	✓	✓	✓
Use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop	Human and physical features	✓		✓	✓	✓	✓
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	Geographical skills & fieldwork				✓	✓	✓
use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map	Geographical skills & fieldwork				✓	✓	✓
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	Geographical skills & fieldwork				✓	✓	✓
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.	Geographical skills & fieldwork				✓	✓	✓

Lower Key Stage 2 - National curriculum Geography content	Kapow Primary's geography strands	Kapow Primary topics Key stage 2					
		Year 3			Year 4		
		Why do people live near volcanoes?	Who lives in Antarctica?	Are all settlements the same?	Why are rain forests important to us?	Where does our food come from?	What are rivers and how are they used?
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	Locational knowledge	✓	✓	✓	✓	✓	✓
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	Locational knowledge			✓			✓
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)	Locational knowledge		✓		✓		
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America	Place knowledge	✓		✓		✓	
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Human and physical features	✓	✓		✓	✓	✓
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.	Human and physical features	✓	✓	✓	✓	✓	✓
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills & fieldwork	✓	✓	✓	✓	✓	✓
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	Geographical skills & fieldwork		✓	✓			✓
Use fieldwork to observe, measure, record and present the human and physical feature in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.	Geographical skills & fieldwork	✓	✓	✓	✓	✓	✓

Upper Key Stage 2 - National curriculum Geography content	Kapow Primary's geography strands	Kapow Primary topics Key stage 2					
		Year 5			Year 6		
		What is life like in the Alps?	Why does population change?	Would you like to live in the desert?	Why do oceans matter?	Where does our energy come from?	Can I carry out an independent fieldwork enquiry?
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.	Locational knowledge	✓	✓	✓	✓	✓	
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.	Locational knowledge	✓	✓		✓	✓	✓
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).	Locational knowledge	✓		✓		✓	
Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.	Place knowledge	✓	✓	✓		✓	
Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Human and physical features	✓		✓	✓		
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.	Human and physical features	✓	✓	✓	✓	✓	✓
Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	Geographical skills & fieldwork						
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.	Geographical skills & fieldwork	✓		✓		✓	✓
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.	Geographical skills & fieldwork	✓	✓		✓	✓	✓

Learning outcomes (linked to Kapow curriculum)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Locational knowledge	Name and locate the four countries on a map of the UK. Identify the country they live in. Begin to locate the four capital cities of the UK. Name the continent they live in. Use an atlas to locate the UK and China on a world map. Use an atlas to locate Europe and Asia on a world map.	Name and locate the seven continents on a world map. Identify and locate characteristics of the UK on a map. Name and locate the seas and oceans surrounding the UK in an atlas. Label these on a map of the UK. Describe the location of the seas and oceans surrounding the UK using compass points. Locate coasts in the UK. Name and locate the five oceans on a world map.	Describe what lines of latitude and longitude are, giving an example. Understand that the Northern and Southern Hemispheres experience seasons at different times. Locate some cities in the UK. Describe the location of New Delhi. Locate some geographical regions in the UK. Identify and begin to offer explanations about changes to features in the local area. Give a correct example of a mountain range and its continent. Identify some human and physical features in New Delhi. State that tourism and research are the two main reasons people visit Antarctica.	Locate countries on a blank world map using an atlas. Describe a biome and give an example. Describe human and physical features around a river. Identify that different foods grow in different biomes and say why. Identify water stores and processes in the water cycle. Describe the three courses of a river. Name the physical features of a river. Name some major rivers and their location. Describe different ways a river is used. List some of the problems around rivers.	Locate the Alps on a world map and identify and label the eight countries they spread through. Recognise that the Mojave Desert has a different time zone to the UK. Identify the most densely and sparsely populated areas. Describe the increase in global population over time. Identify the lines of latitude where hot desert biomes are located. Describe the characteristics of a hot desert biome. Locate the largest deserts in each continent. Locate three physical and three human characteristics in the Alps. Name and describe the physical features found in a desert.	Describe the significance of the Prime Meridian. Locate UK cities on a map. Identify the Great Barrier Reef as part of Australia. Describe how the ocean is used for human activity. Explain how the ocean helps to regulate the Earth's climate and temperature. Describe the benefits of the Great Barrier reef. Make a judgement on the environmental quality in a river environment. Make suggestions on how a river environment could be improved.

Place knowledge	Compare Shanghai to their locality. Identify similarities and differences between human and physical features. Identify physical and human features in images of Shanghai. Identify China's physical and human geography.	Describe some similarities and differences between the UK and Kenya.	Describe a similarity and difference between life in the UK and life in Antarctica. Describe the difference between villages, towns and cities.	Explain which food has the most significant negative impact on the environment. Describe the journey of a cocoa bean.	Identify characteristics of two contrasting biomes and compare land use. Discussing if a desert environment is hospitable and why. Research and describe the physical and human features of Innsbruck Compare the human and physical geography of their local area and Innsbruck. Describe at least four of the key aspects of the human and physical geography of the Alps to answer the enquiry question, 'What is life like in the Alps?'	
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Human and physical geography	Give examples of human and physical features. Identify features they see on a walk. Use an aerial photograph to locate physical and human features. Sort physical and human features using photographs. Identify the four seasons. Describe some seasonal changes. Observe and describe daily weather patterns. Explain what the weather is like during each season in the UK. Suggest appropriate clothing and activities for each season. Investigate the weather, writing about it using key vocabulary and explaining whether they live in a hot or cold place. Define what the coast is.	Identify human and physical features. Locate human and physical features on a world map. Identify human features in a coastal town. Identify human features on the local coast. Name some of the physical features of coasts. Name features of coasts and label these on a photograph. Describe how the local coast has been used. Describe how people use the coast. Recognise the features of hot and cold places. Locate the North and the South Poles on a world map. Locate the Equator on a world map. Locate some countries with hot or cold climates on a world map. Explain the difference between oceans and seas.	Define what climate zones are. Understand Antarctica has a polar climate made up of ice sheets, snow and mountains. Describe the different types of land use. Name all four layers of the Earth in the correct order, stating one fact about each layer. Correctly label the features of shield and composite volcanoes and explain how they form. Name three ways in which volcanoes can be classified. Describe how volcanoes form at tectonic plate boundaries. Describe Antarctica's location in the far south of the globe. State some similarities and differences between land use and features in New Delhi and the local area. Explain one or more ways a mountain can be formed. Describe a tectonic plate and know that mountains occur along plate boundaries. Explain a mix of negative and positive consequences of living near a volcano. State whether they would or would not want to live near a volcano. State that an earthquake is caused when two plate boundaries move and shake the ground. Explain that earthquakes happen along plate boundaries. List some negative effects that an earthquake can have on a community. Discuss reasons for the location of human and physical features.	State the location and some key features of the Amazon rainforest. Name and describe the four layers of tropical rainforests. Understand that trees and plants adapt to living in the rainforest and give an example. Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources. Articulate why the Amazon rainforest is important. Name one way in which the Amazon is changing. Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help. Consider a change people can make to reduce the negative impact of food production. Describe the intentions around trading responsibly. Explain that food imports can be both helpful and harmful.	Begin to describe what might influence the environments people live in. Describe some of the threats to deserts. Give the benefits and drawbacks of living in a desert environment. Describe the significance of energy. Define renewable and non-renewable energy. Discuss the benefits and drawbacks of different energy sources. Consider and justify the location of energy sources. Describe the causes of climate change, explaining its impact on the global population. Suggest an action they can take to fight climate change. Suggest an idea to improve the environment. Define migration, discussing push and pull factors. Explain why some people have no choice but to leave their homes. Describe ways the Mojave Desert is used. Identify how humans use the desert. Explain how human activity may contribute to the changing climate and landscape of a desert.	Discuss how transport links have changed over time. Give examples of sources of energy and their trading routes. Describe the water cycle. Make suggestions for how to improve a marine environment. Discuss how to mediate potential risks. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans.
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Geographical skills and fieldwork	Explain how they feel about three areas of the playground and find out how others feel by looking at the results of a survey.	Collect data by sketching findings on a map and completing a tally chart.	Identify rock types and their origins based on collected data.	Use a variety of data collection methods with support.	Use a variety of data collection methods including completing a questionnaire, mapping their route and recording their findings in sketches or photographs.	Explain which data collection method would be best for marine fieldwork and why.
	Draw a design to improve three areas of the playground using the results from the survey.	Present their findings in a bar chart.	Draw a map of the route they take on an expedition.	Use a scale bar correctly to measure approximate distances.	Use a variety of data collection methods, including using a Likert scale.	Collect data using a tally chart, photographs and a sketch map.
	Explain the location of features using some directional language.	Record data using a tally chart. Represent data in a pictogram.	Successfully plot four-figure grid references at the point where the vertical and horizontal line meet.	Collect data through an interview process.	Collect information from a member of the public.	Safely navigate the fieldwork environment.
	Draw simple pictures or symbols on a sketch map.	Use an aerial photograph to draw a simple sketch map.	Begin to recall the eight points of a compass, following at least four of them.	Analyse interview responses to answer an enquiry question.	Create a digital map to plot and compare data collected from two locations.	Present data using a tally chart and pie chart.
	Identify the four compass directions.	Follow a prepared route on a map.	Follow a route on an OS map.	Discuss any trends in data collected.	Calculate the length of a route to scale.	Design and use interview questions.
	Draw compass points.	Explain the location of UK coasts using the four compass directions.	Identify features on an OS map using the legend.	Summarise how the local woodland is used and suggest changes to improve the area.	Follow a selected route on an OS map.	Give examples of issues in the local area.
	Use the compass directions to describe the location of features.		Confidently use the zoom function on a digital map.	Identify the location of a river on an OS map.		Identify questions to be asked to find the relevant data.
	Locate three features on an aerial photograph of the school and know the name of the country and village, town or city in which they live.		Recognise and describe features on their school grounds from an aerial map.			Justify which data collection method is most suitable.
	Recognise four features in the school grounds using a map.		Observe, digitally record and map different rocks using a symbol on a map.			Design an accurate data collection template.
	Make a map of the classroom with four key features, using objects to represent the distance and direction of features in the classroom.		List some of the research carried out in Antarctica.			Identify areas along a route that are best for data collection.
			State the outcome of Shackleton's expedition.			Collect data at points located on an OS map.
			State one thing that went well on the expedition and one aspect that did not go as hoped.			Manage risks during a fieldwork trip.
			Describe equipment researchers might use and clothes they wear.			Identify any outcomes from data collected.
						Map data digitally.
						Describe the enquiry process.
						Use six-figure grid references to identify features on an OS map.
						Plot points on a sketch map.
						Identify human features on a digital map.