

## Progression Grid for Geography – Year A

**Please note:**

- Substantive Concepts will be identified in **Orange**.
- Repetition will be identified in **bold**.

**Substantive Concepts:**

**Locational Knowledge:** The UK and Local Area, The World and its Continents     **Geographical Skills:** Map skills and Fieldwork Investigations  
**Place Knowledge:** Place and Connections     **Environmental, Human and Physical Geography:** Human Geography, Physical Geography, Our Environment

**Disciplinary knowledge:** Developing the habits of thinking geographically. Our Geography curriculum enables pupils to gain an understanding of the interconnectedness of the subject and some insight into the ways Geography experts think. We develop disciplinary knowledge alongside and between each concept of substantive knowledge; children build knowledge of relationships that enable them to understand how ideas are connected.

**End Points for Key Stage One:**

**Substantive Knowledge –children should know about the following by the end of KS1:**

**Locational and Place Knowledge**

- Name and locate the world’s seven continents and five oceans.
- Name and locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical Geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.

**Environmental, 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.

**Map 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.

|                 | Term   | Context for Learning | Substantive Knowledge: The content that pupils will learn in each year group.  |   |  |  | Core Vocabulary   |   |
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|                 |        |                      | Locational Knowledge   | Place Knowledge   | Environmental, Human and Physical Geography  | Geographical Skills  | Vocabulary  |   |
| <b>Year One</b> | Autumn | Once Upon a Time     | Know that we can describe the place of something. This is called its location.<br><br>Name and locate the four countries and capital cities of the United Kingdom.<br><br>Identify characteristics of England and London.<br><br>Identify and locate castles in the UK.<br>(The UK and Local Area) | Identify and begin to understand similarities and differences between England and Wales.<br>(Place and connections) | To understand that parts of the world around us are made by people and that other parts are natural.<br><br>Begin to understand the terms: human and physical.<br><br>(Human and Physical Geography) | Understand that a map can tell you where you are and where to go.<br><br>Understand that a map is a 2D representation of the real, 3D world.<br><br>Use directional language such as near and far, up and down, left and right.<br><br>Begin to use simple compass directions (North, South, East, West).<br><br>Use maps and globes to begin to build a sense of place. | Investigate the physical and human features of the school and school grounds: naming and describing what they see (e.g. different areas including playground, car park, field, wildlife area) and how these areas are used.<br><br>Label photographs of the school grounds and/or local area.<br><br>Visit another local area to observe its physical and human features and investigate how people use and enjoy it today and in the | country, capital city, population, England, Scotland, Wales, Northern Ireland, United Kingdom, London, Cardiff, near, far, up, down, left, right, place, location, North, East, South, West, man-made, natural, human feature, physical feature, map, atlas, globe, local area, |

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|                 |        |                           |   |  |   | Use ariel photographs to recognise landmarks and simple human and physical features. (Map Skills)   | past. (Stafford Castle) (Fieldwork/Investigations)  |   |
|                 | Spring | Bears, Bears, Everywhere! | Locate Ashdown Forest and Lilleshall on a map of the United Kingdom. (The UK and Local Area)<br>Name the world's seven continents.<br>Locate South America and Peru on a world map. (The World and its Continents)  | Begin to understand scale and build a sense of place in the wider world. (Place and connections)<br>Understand geographical similarities and differences between Peru (non-European country) and Ashdown Forest. (Place and Connections)   | Identify seasonal and daily weather patterns in the UK. (Physical Geography)<br>Identify Peru as a hot country. (Place and Connections)<br>Identify geographical features in Peru. (Physical Geography and Human Geography)   | Use world maps, atlases and globes to identify countries and continents. (Map Skills)   | Observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area. (Science Link) (Fieldwork/Investigations)  | continents, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Season, weather pattern, Spring, Summer, Autumn, Winter, change, temperature, sun, rain, cloud, hail, thunder snow, hail, sleet, lightning, fog, mist, frost, ice, warm, humid, cold, freezing   |
|                 | Summer | Secret Gardens            | Locate different types of settlement in the United Kingdom. (village/ countryside and city) (The UK and Local Area)<br><b>Flashback: Recap the four countries and capital cities of the United Kingdom.</b><br>Identify characteristics of Wales and Cardiff.   | Compare geographical similarities and differences (e.g. village and a city) in different areas of the UK. (Place and Connections)  | Know the names of key human features, including city, town, village, house, shop, church, bridge, park, school. (Human Geography)<br>Know the names of key physical features, including beach, forest, hill, sea, ocean, river. (Physical Geography)<br>To understand why we need to look after our environment. (Our Environment)            | <b>Flashback: Recap simple compass directions (North, South, East, West).</b> To understand what a compass is and why they are used.<br>Use photographs and maps to identify geographical features.<br>Devise a simple map using pictures or photographs.<br>Discuss and begin to understand the following symbols on an Ordnance Survey map of Lilleshall: road, footpath, place of worship, school, buildings. (Map Skills) | Add detail to a teacher-prepared drawing or map by exploring the school grounds and/or local area.<br>Litter-pick in local area to understand human impact in Lilleshall. (Fieldwork/Investigations)  | village, town, city, countryside, coastal, key, symbols, human, man-made, physical, natural route, city, town, village, house, shop, church, bridge, park, school, beach, coast, forest, hill, sea, ocean, river.   |
| <b>Year Two</b> | Autumn | Once Upon a Time          | <b>Flashback: Recap the four countries and capital cities of the United Kingdom and key characteristics of England and Wales. (The UK and Local Area)</b><br><b>Recap the term 'location' and that we can describe a location using compass points.</b><br>Name and locate the surrounding seas of the United Kingdom. (The UK and Local Area)<br>Identify characteristics of Northern Ireland and Belfast. | Identify and explain geographical similarities and differences between Belfast and Edinburgh. (Place and connections)<br>Compare the geographical similarities and differences between Lilleshall Monument and Stafford Castle. (Fieldwork/Investigations, Places and connections) | <b>Understand that parts of the world around us are made by people (human features) and that other parts are naturally occurring (physical features).</b><br>Identify human and physical features in the local area.<br>Identify human and physical features at Stafford Castle. (Physical Geography, Human Geography, The UK and Local Area) | Use simple compass directions (North, South, East, West) when describing the location of countries/ capital cities in the United Kingdom and its surrounding seas. (Map Skills)<br>Use maps and globes to begin to build a sense of place.<br>Begin to use atlases to locate the world's continents and relevant countries.   | <b>Investigate the physical and human features of the school and local area:</b> drawing or writing down what they see on a journey map/stick (e.g. different areas including playground, car park, field, wildlife area, Lilleshall Monument, houses, church, roads and other local features) and how these areas are used.<br>Visit another local area to observe its physical and human features and investigate how people use and enjoy it today | <b>country, capital city, population, England, Scotland, Wales, Northern Ireland, United Kingdom, London, Cardiff, Belfast, Edinburgh, Atlantic Ocean, English Channel, North Sea, Irish Sea, Celtic Sea, place, location, North, East, South, West, man-made, natural, human feature, physical feature, map, atlas, globe, local area, ariel photograph, landmark, observe</b> |

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|        |                           | Identify characteristics of Scotland and Edinburgh.<br><br>Identify and locate castles in the UK.<br><i>(The UK and Local Area)</i>  |  |   | Use ariel photographs to recognise landmarks and simple human and physical features.<br><i>(Map Skills)</i>  | and in the past. (Stafford Castle) <i>(Fieldwork/Investigations)</i>   |  |
| Spring | Bears, Bears, Everywhere! | Locate Ashdown Forest and Lilleshall on a map of the United Kingdom. <i>(The UK and Local Area)</i><br><br><b>Name</b> and locate <b>the world's seven continents</b> and five oceans.<br><br>Locate South America and Peru on a world map.<br><i>(The World and its Continents)</i> | Understand geographical similarities and differences between Peru (non-European country) and Ashdown Forest <i>(Place and Connections)</i> | <b>Identify seasonal and daily weather patterns in the United Kingdom.</b> <i>(Human Geography)</i><br><br>Explore the location of hot and cold areas of the world in relation to the equator and the North and South Poles.<br><br>Identify Peru as a hot country close to the equator. <i>(Place and Connections)</i><br><br>Identify and describe <b>human and physical features</b> of Geography in Peru.   | Use world maps, atlases and globes to identify countries, continents <b>and oceans.</b><br><i>(Map Skills)</i>   | Observe and record seasonal changes (e.g. to flowering plants and deciduous trees) in the school grounds and local area. (Science Link)<br><i>(Fieldwork/Investigations)</i>   | <b>continents, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Season, weather pattern, Spring, Summer, Autumn, Winter, change, temperature, sun, rain, cloud, hail, thunder snow, hail, sleet, lightning, fog, mist, frost, ice, warm, humid, cold, freezing, climate, equator,</b> |
| Summer | Secret Gardens            | Locate different types of settlement in the United Kingdom including a village, town and a city.<br><i>(The UK and Local Area)</i>   | Compare different areas of the United Kingdom and the human and physical features which are found there.<br><i>(Place and Connections)</i> | Identify key human and physical features on a map of Lilleshall.<br><br>Know the names of key human features, including city, town, village, house, shop, church, bridge, park, school, factory, farm, house, office, port, harbour and shop.<br><br>Know the names of key physical features, including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, season and weather.<br><br><i>(Physical Geography and Human Geography)</i><br><br>To understand why we need to look after our environment. <i>(Our Environment)</i> | Use aerial photographs and simple maps to recognise landmarks and identify human and physical features.<br><br>Identify and understand the following symbols on an Ordnance Survey map of Lilleshall: road, footpath, place of worship, school, buildings.<br><br>Devise a freehand map of the local area including key human and physical features. Construct simple symbols in a key.<br><i>(Map Skills)</i> | <b>Use a simple compass and compass directions: North, East, South, West</b> to explore the local area.<br><br>Add detail to a teacher-prepared drawing or map by exploring the local area.<br><br>Litter-pick in local area to understand human impact in Lilleshall. Tally/pictogram to record data from litter-pick and analyse findings as a class.<br><i>(Fieldwork/Investigations)</i> | <b>village, town, city, countryside, coastal, key, symbols, human, man-made, physical, natural route, city, town, village, house, shop, church, bridge, park, school, factory, farm, house, office, port, harbour, shop, beach, cliff, coast, forest, hill, mountain, sea, ocean, river, valley, season, weather.</b>  |

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| <b>Key Stage 1</b>       |   | <p style="text-align: center;"><b>Fieldwork Techniques</b></p> <p><b>Pupils should have opportunities to plan and conduct geographical investigations that include fieldwork, and to develop skills in using a range of simple techniques for collecting, analysing and presenting what they learn through fieldwork, including:</b></p> <ul style="list-style-type: none"> <li>• using small world play, model making, or the classroom role-play area to represent a visited place (e.g. a shop, the library or Health Centre)</li> <li>• adding details to a teacher-prepared drawing</li> <li>• making annotated drawings to show variations (e.g. in a row of houses in a local street)</li> <li>• drawing a freehand map (e.g. of the school grounds, local street or park)</li> <li>• relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features</li> <li>• marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations</li> <li>• using a simple compass and cardinal compass directions (north, south, west, east)</li> <li>• taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)</li> <li>• collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school)</li> <li>• using a questionnaire (e.g. to find out the most popular options for improving playtimes)</li> <li>• collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties</li> <li>• using a simple recording technique (e.g. smiley/sad faces worksheet) to express their feelings about a specific place and explaining why they like/dislike some of its features.</li> </ul> |                             |                        |  |                            |                   |  |
|                          | <p><b>End Points for Key Stage 2:</b></p> <p><b>Substantive Knowledge –children should know about the following by the end of KS2:</b></p> <p><b>Locational and Place Knowledge:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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.</li> </ul> <p><b>Environmental, Human and Physical Geography</b></p> <p>Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>• Physical Geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• 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.</li> </ul> <p><b>Map Skills and Fieldwork:</b></p> <ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• 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.</li> <li>• 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.</li> </ul> |  |                             |                        |  |                            |                   |  |
| <b>Lower Key Stage 2</b> | <b>Term</b>   | <b>Context for Learning</b>  | <b>Locational Knowledge</b> | <b>Place Knowledge</b> | <b>Environmental, Human and Physical Geography</b> | <b>Geographical Skills</b> | <b>Vocabulary</b> |  |

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|            | Autumn | What's on your plate? | <p><b>KS1 Flashback: Recall and locate the countries of the United Kingdom, the surrounding seas, the world's continents and the five oceans.</b> (The UK and Local Area)</p> <p>Understand the <b>significance of the equator</b>, the Northern Hemisphere and the Southern Hemisphere. (The World and its Continents)</p> <p>Locate at least four countries in Europe and their capital cities. (The World and its Continents)</p> | <p>Understand the distribution of natural resources in the context of food and food miles and to name different types of food exported to the UK from within Europe. (The World and its Continents, Places and Connections)</p> <p>Explain why foods are imported and exported around the world. (Place and Connections)</p> | <p>Understand that food is transported (traded) around the whole world. (The World and its Continents)</p> <p>Understand how the availability of food has changed over time and how land-use patterns have changed over time (farming). (Human Geography, Our Environment)</p> <p>Know which foods are produced in the United Kingdom. (The UK and Local Area)</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed in the United Kingdom. (The UK and Local Area)</p> <p>To begin to understand the advantages and disadvantages of importing and exporting food around the world. (Human Geography)</p> | <p>To use maps, atlases, globes and digital/computer mapping to locate countries and in the context of calculating food miles.</p> <p>Use map of the United Kingdom to locate key areas of farmland. (Map Skills)</p>   | <p>Visit a local farm or supermarket to explore where food comes from and the journey different products take to get to the shop. (Fieldwork/Investigations)</p>  | <p>Digital/computer mapping, <b>equator</b>, Northern Hemisphere, Southern Hemisphere, <b>country</b>, <b>capital city</b>, <b>borough</b>, trade, import, export, land-use pattern, settlement, seasonality, grow, rear, catch, process, distribution, natural resources, food miles,</p>  |
| Year Three | Spring | The Romans            | <p>Locate Italy and Rome on a map of Europe.</p> <p>Locate countries involved in the spread of the Roman Empire. (The World and its Continents)</p> <p>Locate at least three Roman towns/cities in the United Kingdom including road and transport links. Introduce the term 'county' and discuss which county these towns/cities are in. (The UK and Local Area)</p>  | <p>Compare geographical similarities and differences between modern day Rome and a city in the UK e.g. Chester/Bath (Place and connections)</p>  | <p><b>Flashback: Recap human and physical features of Geography in local area</b> and UK.</p> <p>To identify human and physical geographical features in ancient Rome (e.g. Tiber River, architecture, roads) and begin to understand why these were important for the Romans.</p> <p><a href="https://www.twinkl.co.uk/teaching-wiki/roman-empires-Geography">https://www.twinkl.co.uk/teaching-wiki/roman-empires-Geography</a></p> <p>(Human Geography and Physical Geography)</p>  | <p>To use maps, atlases, globes and digital/computer mapping of the United Kingdom, Italy, Europe and the wider world. (Map Skills)</p>   | <p>Explore human and physical features in a Roman city/town (Wroxeter)</p> <p>Observe changes that have taken place over time and make comparisons to geographical features in Rome.</p> <p>Take digital photographs to analyse and discuss key human and physical features. (Fieldwork/Investigations)</p> | <p><b>Human feature, physical feature</b>, transport links, <b>town, city, country, continent</b>, Roman Empire, <b>Europe</b>, county, geographical similarities and differences, architecture, <b>landmark</b></p>  |
|            | Summer | World War Two         | <p>To locate at least three counties in the United Kingdom including Shropshire and make links to key historical events/prior learning. (The UK and Local Area)</p> <p>Understand that London is not in a county, it is a geographical region consisting of a city and boroughs. (The UK and Local Area)</p>   | <p>Compare geographical similarities and differences between regions of the United Kingdom in the context of an evacuee e.g. rural countryside vs urban town/city. History Link: Explain the differences from the point of view of an evacuee in WW2. (Place and Connections)</p>  | <p><b>Flashback: Recap key characteristics of London</b> including human and physical features. (The UK and Local Area)</p> <p>Identify and describe key characteristics of different types of settlement (hamlet, <b>village, town, city</b>) (Human Geography and Physical Geography)</p>  | <p>Use maps, atlases, globes and digital/computer mapping of the United Kingdom, Europe and the wider world.</p> <p><b>Flashback: Use the four points of a compass</b> and begin to understand eight points (north-east, north-west, north-east, north-west)</p> <p>Use coordinates (1 digit or 1 letter) to begin to understand grid references.</p> | <p>Use Lilleshall Ordnance Survey map to explore the local area using four-point compass directions. (Some children will show confidence using eight)</p> <p>Make a map of a short route or area with features in the correct order including symbols and a key. (Fieldwork/Investigations)</p>             | <p><b>country</b>, hamlet, <b>village, town, city, settlement, countryside</b>, rural, urban, <b>coastal</b>, geographical similarities and differences, region, <b>north, east, south, west</b>, north-east, north-west, south-east, south-west, <b>compass, Ordnance Survey map, symbols, route, human feature, physical feature</b>, coordinates</p> |

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|           |        |                       | <p>Locate the countries involved in World War 2: Germany, Poland, Great Britain, France, Russia, China, USA, Italy, Japan.</p> <p><a href="https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-world-war-2/">https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-world-war-2/</a></p> <p>(The World and its Continents)</p>                              |   |  | <p><b>Flashback: Ordnance Survey symbols - road, footpath, place of worship, school, buildings.</b></p> <p>Build knowledge of Ordnance Survey maps and their symbols.</p> <p>(Map Skills)</p>                         |  |   |
| Year Four | Autumn | What's on your plate? | <p><b>Flashback: Recall and locate the countries of the United Kingdom, the surrounding seas, the world's continents and the five oceans, significance of the equator, the Northern Hemisphere and the Southern Hemisphere.</b></p> <p><b>Locate at least six countries in Europe, their capital cities and some characteristics.</b></p> <p>(The World and its Continents)</p>      | <p>Explain why foods are imported and exported around the world. (Place and Connections)</p> <p>Understand the distribution of natural resources in the context of food and food miles and to name different types of food exported to the UK from within Europe. (The World and its Continents, Place and Connections)</p> | <p>Understand that food is transported (traded) around the whole world. (The World and its Continents)</p> <p>Understand how the availability of food has changed over time and how land-use patterns have changed over time (farming). (Our Environment)</p> <p>Know which foods are produced in the United Kingdom. (The UK and Local Area)</p> <p>Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed in the United Kingdom. (The UK and Local Area)</p> <p>Explain the advantages and disadvantages of importing and exporting food around the world. (Human Geography)</p> | <p>To use maps, atlases, globes and digital/computer mapping to locate countries and in the context of calculating food miles.</p> <p>Use map of the United Kingdom to locate key areas of farmland. (Map Skills)</p> | <p>Visit a local farm or supermarket to explore where food comes from and the journey different products take to get to the shop.</p> <p>(Fieldwork/Investigations)</p>  | <p>Digital/computer mapping, <b>equator</b>, Northern Hemisphere, Southern Hemisphere, <b>country, capital city, borough</b> trade, import, export, land-use pattern, settlement, seasonality, grow, rear, catch, process, distribution, natural resources, food miles,</p> |
|           | Spring | The Romans            | <p><b>Flashback: Locate Italy and Rome on a map of Europe.</b></p> <p>Locate countries involved in the spread of the Roman Empire.</p> <p>(The World and its Continents)</p> <p>Locate five Roman towns/cities in the United Kingdom including road and transport links. Introduce the term 'county' and discuss which county these towns/cities are in. (The UK and Local Area)</p> | <p>Compare geographical similarities and differences between modern day Rome and a city in the UK e.g. Chester. (Place and connections)</p>   | <p><b>Flashback: Recap human and physical features of Geography in local area and United Kingdom.</b></p> <p>To identify human and physical geographical features in ancient Rome (e.g. Tiber River, architecture, roads) and explain why these were important for the Romans. (Human Geography and Physical Geography)</p> <p><a href="https://www.twinkl.co.uk/teaching-wiki/roman-empires-Geography">https://www.twinkl.co.uk/teaching-wiki/roman-empires-Geography</a></p>   | <p>To use maps, atlases, globes and digital/computer mapping of the United Kingdom, Italy, Europe and the wider world. (Map Skills)</p>   | <p>Explore human and physical features in a Roman city/town (Wroxeter)</p> <p>Observe changes that have taken place over time and make comparisons to geographical features in Rome.</p> <p>Take digital photographs to analyse and discuss key human and physical features.</p> <p>(Fieldwork/Investigations)</p> | <p><b>Human feature, physical feature, transport links, town, city, country, continent, Roman Empire, Europe, county, geographical similarities and differences, architecture, landmark</b></p>   |

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|  | Summer | World War Two | <p><b>Flashback: To locate at least four counties in the United Kingdom including Shropshire and make links to key historical events/prior learning.</b><br/>(The UK and Local Area)</p> <p><b>Understand that London is not in a county, it is a geographical region consisting of a city and boroughs.</b><br/>(The UK and Local Area)</p> <p>Locate the countries involved in World War 2: Germany, Poland, Great Britain, France, Russia, China, USA, Italy, Japan.<br/><a href="https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-world-war-2/">https://www.funkidslive.com/learn/top-10-facts/top-10-facts-about-world-war-2/</a><br/>(The World and its Continents)</p> | Compare geographical similarities and differences between regions of the United Kingdom in the context of an evacuee e.g. rural countryside vs urban town/city.<br>History Link: Explain the differences from the point of view of an evacuee in WW2.<br>(Place and Connections) | <p><b>Flashback: Recap key characteristics of London</b> including human and physical features.</p> <p>Identify and describe key characteristics of different types of settlement (hamlet, <b>village, town, city</b>). (Human Geography and Physical Geography)</p> | <p>To use maps, atlases, globes and digital/computer mapping of the United Kingdom, Europe and the wider world.</p> <p><b>Flashback: Use the four points of a compass</b> and eight points of a compass (north-east, north-west, north-east, north-west)</p> <p>Use four-figure grid references to locate features.</p> <p><b>Flashback: Ordnance Survey symbols - road, footpath, place of worship, school, buildings.</b></p> <p>To build knowledge of Ordnance Survey maps and their symbols. (Map Skills)</p> | <p>Use Lilleshall Ordnance Survey map to explore the local area using eight-point compass directions.</p> <p>Make a map of a short route or area with features in the correct order including symbols and a key.</p> <p>To use some Ordnance Survey style symbols.<br/>(Fieldwork/Investigations)</p> | <p><b>country, hamlet, village, town, city, settlement, countryside, rural, urban, coastal, geographical similarities and differences, region, north, east, south, west, north-east, north-west, south-east, south-west, compass, Ordnance Survey map, symbols, route, human feature, physical feature, four-figure grid reference</b></p> |
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#### Fieldwork Techniques

Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:

- making models, annotated drawings and field sketches to record observations
- drawing freehand maps of routes (e.g. of a walk to a site in the local area)
- relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry
- recording selected geographical information on a map or large-scale plan, using colour or symbols and a key
- taking digital photos and annotating them with labels or captions
- collecting, analysing and presenting quantitative data in charts and graphs
- designing and using a questionnaire to collect quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)
- developing a simple method of recording their feelings about a place or site

| Upper Key Stage 2 | Term   | Context for Learning | Locational Knowledge   | Place Knowledge  | Environmental, Human and Physical Geography  | Geographical Skills   | Vocabulary  |  |
|-------------------|--------|----------------------|--|--|--|---|---|--|
| Year Five         | Autumn | Rainforest           | <p><b>Flashback: Recall and locate the countries and some counties of the United Kingdom, the surrounding seas, the world's continents and the five oceans, significance of the equator, the Northern Hemisphere</b></p> | Describe and compare the geographical location of different biomes and their climates using maps, atlases, globes and digital mapping. (Place and Connections) | To describe and understand the key characteristics of a tropical rainforest biome including, climate, rainforest inhabitants and the layers of a rainforest.<br>(Physical Geography) | Use maps, atlases, globes and digital/digital mapping to locate the world's rainforests. (Map Skills) | <p>Observe, measure and record the impact of humans in the local area and land-use using sketch maps, plans and graphs or digital technologies.</p> <p>Compare local maps before and after urbanisation.<br/>(Fieldwork/Investigations)</p> | <p><b>Digital/computer mapping, equator, Northern Hemisphere, Southern Hemisphere, country, capital city, biome, rainforest, tundra, desert, aquatic, grassland, latitude, longitude, The Tropics,</b></p> |

|                   |                     |   |   |  |  |   |   |  |
|-------------------|---------------------|---|---|--|--|---|---|--|
|                   |                     |   | <p><b>and the Southern Hemisphere.</b></p> <p>Identify the position and significance of The Tropics, Arctic and Antarctic Circle.</p> <p>Begin to understand the significance of latitude, longitude and the Prime (Greenwich) Meridian.</p> <p>Identify and locate rainforests on a world map.</p> <p>(The World and its Continents)</p> |  | To explain the impact humans are having on the rainforest and the impact of deforestation. (Our Environment) |   |   | Arctic and Antarctic Circle, latitude, longitude, Prime (Greenwich) Meridian, geographical location, <b>climate</b> , climate zones, polar, temperate, tropical, deforestation |
| Autumn/<br>Spring | Ancient Egyptians   | <p><b>Flashback: Locate Africa on a map</b> and then locate Egypt. (The World and its Continents)</p>   | Compare the climate of Egypt to England. Understand how the climate impacts on physical Geography of a location. (Place and Connections, Fieldwork/Investigations)  | Describe and understand key aspects of human and physical Geography in ancient Egypt, including climate zones, biomes, vegetation belts and rivers. (Human Geography and Physical Geography)   | Use maps, atlases, globes and digital mapping to locate Egypt and its surrounding countries. (Map Skills)    |   |   | <b>Human Geography, physical Geography, climate zone, biomes</b> , vegetation belt, <b>river</b> , River Nile, settlement patterns, farming.                                   |
| Spring            | Rivers              | <p><b>Flashback: Recap counties in the United Kingdom.</b></p> <p>Locate Rivers in the United Kingdom (The UK and Local Area) and wider world. (The World and its Continents)</p> |   | <p><b>Flashback: Understand and explain the water cycle.</b></p> <p>Understand and describe the key features of a river system. (Physical Geography)</p> <p>Explain how rivers erode, transport and deposit materials. (Physical Geography)</p> <p>Explain why rivers are important and recognise patterns of settlement along rivers (sources of water, transport, leisure, habitat, energy, farming) (Human Geography)</p> <p>Understand the impact of damming rivers. (Human Geography)</p> | Use maps, atlases, globes and digital mapping to locate key rivers in the UK and wider world.                | Investigate a river in detail including the effects on the environment and landscape. (plants, animals and human activity). Analyse physical changes and changes in human use. (Fieldwork/Investigations) | Water cycle, <b>River Nile</b> , Amazon River, The Ganges, The Mississippi, River Thames, Evaporation, condensation, precipitation, infiltration, transpiration, transportation, streams, tributaries, meander, oxbow lake, estuaries, channel, dam, deposit, deposition, erosion, mouth, source, valley, upper course, middle course, lower course, confluence, pollution, dam |  |
| Summer            | Enough for Everyone |   | Understanding that access to natural resources varies in different countries. (Place and connections, The world and its Continents)   | Understand what climate change is and the impact that humans are having on the Earth.  | Orienteering Trip: Use a compass independently to navigate a route/map and find specific points of interest. | Research how housing development companies plan new developments to support sustainability and conservation.  | Sustainability, sustainable, conserve, consume, fertile land, settle, <b>settlement</b> , renewable energy, non-renewable energy, wind turbine, solar power, hydro-power, global warming,   |  |
|                   |                     |   |   | <b>To describe distribution of natural energy resources and how this is changing in the UK and around the world by:</b>  |  | Plan a new housing development map – consider eco-friendly houses, wildlife   |   |  |

|          |               |                   |  |   |  |  |  |   |
|----------|---------------|-------------------|--|---|--|--|--|---|
|          |               |                   |  |   | <p>Investigating land-use patterns and understanding how some physical features of Geography have changed over time. What do settlers need? (Human Geography)</p> <p>Explaining different types of renewable and non-renewable energy sources. (Our environment)</p> <p>Understanding the importance of conserving food, water and energy supplies. (Our environment)</p> <p>Understanding the term sustainability (Reduce, reuse, recycle) (Our environment, Human Geography)</p> |  | <p>habitats, noise, pollution, safety of children/dog walkers at night, strain on local amenities, impact of the increased traffic. (Fieldwork/Investigations)</p>   | <p>climate change, import, export, food miles,</p>  |
| Year Six | Autumn        | Rainforest        | <p><b>Flashback: Recall and locate the countries and some counties of the United Kingdom, the surrounding seas, the world's continents and the five oceans, significance of the equator, the Northern Hemisphere, the Southern Hemisphere, the position and significance of The Tropics, Arctic and Antarctic Circle and the significance of latitude and longitude.</b></p> <p>To explain the position and significance of time zones. (The World and its Continents)</p> <p>Identify and locate rainforests on a world map. (The World and its Continents)</p> | <p><b>Flashback: Describe and compare the geographical location of different biomes and their climates using maps, atlases, globes and digital mapping. (Place and Connections)</b></p> | <p>To describe and understand the key characteristics of a tropical rainforest biome including, climate, rainforest inhabitants and the layers of a rainforest. (Physical Geography)</p> <p>To explain the impact humans are having on the rainforest and the impact of deforestation. (Our Environment)</p>   | <p>Use maps, atlases, globes and digital/digital mapping to locate the world's rainforests. (Map Skills)</p>     | <p>Observe, measure and record the impact of humans and land-use in the local area using sketch maps, plans and graphs or digital technologies. Compare local maps before and after urbanisation. (Fieldwork/Investigations)</p> | <p><b>Digital/computer mapping, equator, Northern Hemisphere, Southern Hemisphere, country, capital city, biome, rainforest, tundra, desert, aquatic, grassland, latitude, longitude, The Tropics, Arctic and Antarctic Circle, latitude, longitude, Prime (Greenwich) Meridian, geographical location, climate, climate zones, polar, temperate, tropical, deforestation</b></p> |
|          | Autumn/Spring | Ancient Egyptians | <p><b>Flashback: Locate Africa on a map and then locate Egypt. (The World and its Continents)</b></p>  | <p>Compare the climate of Egypt to England. Understand how the climate impacts on physical Geography of a location. (Place and Connections, Fieldwork/Investigations)</p>               | <p>Describe and understand key aspects of human and physical Geography in ancient Egypt, including climate zones, biomes and vegetation belts and rivers. (Human Geography and Physical Geography)</p> <p>Recognise and explain patterns of settlement in ancient Egypt. Link to farming. (Human Geography)</p>  | <p>Use maps, atlases, globes and digital mapping to locate Egypt and its surrounding countries. (Map Skills)</p> |  | <p><b>Human Geography, physical Geography, climate zone, biomes, vegetation belt, river, River Nile, settlement patterns, farming.</b></p>  |
|          | Spring        | Rivers            | <p><b>Flashback: Recap counties in the United Kingdom.</b></p>   |   | <p><b>Flashback: Understand and explain the water cycle.</b></p>   | <p>Use maps, atlases, globes and digital mapping to locate key rivers in the UK and wider world.</p>             | <p>E.g. Investigate a river in detail including the effects on the environment and landscape. (plants, animals</p>   | <p>Water cycle, River Nile, Amazon River, The Ganges, The Mississippi, River Thames, Evaporation,</p>   |

|                          |  |  |   |   |  |  |   |  |
|--------------------------|--|--|---|---|--|--|---|--|
|                          |  |  | Locate Rivers in the United Kingdom (The UK and Local Area) and wider world. (The World and its Continents)                         |   | Understand and describe the key features of a river system. (Physical Geography)<br>Explain how rivers erode, transport and deposit materials. (Physical Geography)<br>Explain why rivers are important and recognise patterns of settlement along rivers (sources of water, transport, leisure, habitat, energy, farming) (Human Geography)<br>Understand the impact of damming rivers. (Human Geography) | Flashback: Use the eight points of a compass and six-figure grid references, symbols and key. (Map Skills) | and human activity). Analyse physical changes and changes in human use. (Fieldwork/Investigations)  | condensation, precipitation, infiltration, transpiration, transportation, streams, tributaries, meander, oxbow lake, estuaries, channel, dam, deposit, deposition, erosion, mouth, source, valley, upper course, middle course, lower course, confluence, pollution, dam |
| Summer                   | Enough for Everyone  |  | Understanding that access to natural resources varies in different countries. (Place and connections, The world and its Continents) | To describe distribution of natural energy resources and how this is changing in the UK and around the world by:<br>What do settlers need? (Human Geography)<br>Explaining different types of renewable and non-renewable energy sources. (Our environment)<br>Understanding the importance of conserving food, water and energy supplies. (Our environment)<br>Understanding the term sustainability (Reduce, reuse, recycle) (Our environment, Human Geography) |  |  | Research how housing development companies plan new developments to support sustainability and conservation.<br>Plan a new housing development map – consider eco-friendly houses, wildlife habitats, noise, pollution, safety of children/dog walkers at night, strain on local amenities, impact of the increased traffic. (Fieldwork/Investigations) | Sustainability, sustainable, conserve, consume, fertile land, settle, settlement, renewable energy, non-renewable energy, wind turbine, solar power, hydro-power, global warming, climate change, import, export, food miles,  |
| <b>Upper Key Stage 2</b> | <p style="text-align: center;"><b>Fieldwork Techniques</b></p> <p><b>Pupils should have opportunities to plan and conduct geographical investigations that necessitate fieldwork, and to develop skills in a range of standard techniques for collecting, analysing and presenting what they learn through fieldwork, including:</b></p> <ul style="list-style-type: none"> <li>• making models, annotated drawings and field sketches to record observations</li> <li>• drawing freehand maps (e.g. of a site they have visited)</li> <li>• relating large-scale plans to the fieldwork site, identifying relevant features</li> <li>• recording selected geographical data on a map or large-scale plan, using colour or symbols and a key</li> <li>• taking digital photos and annotating them with labels or captions</li> <li>• collecting, analysing and presenting quantitative data in charts and graphs</li> <li>• designing and using a questionnaire to collect qualitative data (e.g. to find out and compare pupils' views on plastic waste)</li> <li>• record their feelings about the advantages and disadvantages of a proposed development, for instance</li> </ul> |  |   |   |  |  |   |  |