

Progression Grid for Geography – Year B

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	
			Locational Knowledge	Place Knowledge	Environmental, Human and Physical Geography	Geographical Skills	Vocabulary	
Year One	Autumn	On The Move	Know that we can describe the place of something. This is called its location.  Name and locate the four countries and capital cities of the United Kingdom.  Name the world’s seven continents. <b>(The World and its Continents)</b>	Identify and begin to understand similarities and differences between England and Wales. <b>(Place and connections)</b>  To begin to understand the relative location of each continent. (Plotting Amy Johnson’s Flight Route to Australia, Amelia Earhart’s flight across the Atlantic) <b>(The World and its Continents)</b>	To understand that parts of the world around us are made by people and that other parts are natural.  Begin to understand the terms: human and physical. <b>(Human and Physical Geography)</b>	Understand that a map can tell you where you are and where to go.  Understand that a map is a 2D representation of the real, 3D world.  Use directional language such as near and far, up and down, left and right. (Maps, location and direction activity/game)  Begin to use simple compass directions (North, South, East, West).  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.  Label photographs of the school grounds and/or local area. <b>(Fieldwork/Investigations)</b>	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,

						Use ariel photographs to recognise landmarks and simple human and physical features. (Map Skills)		
	Spring	Fabulous Fables and Traditional Tales	<p>Identify characteristics of England and London. (The UK and Local Area)</p> <p>Locate Newport on a map of the United Kingdom. (The UK and Local Area)</p> <p>Locate Newport and Kolkata (India, Asia) on a world map. (The World and its Continents)</p>	<p>Begin to understand scale and build a sense of place in the wider world. (Place and connections)</p> <p>Understand geographical similarities and differences between Kolkata, India (non-European country) and Newport, Shropshire. (Place and Connections)</p>	<p>Identify seasonal and daily weather patterns in the UK. (Physical Geography)</p> <p>Identify Kolkata as a hot country. (Place and Connections)</p> <p>Identify geographical features in Kolkata. (Physical Geography and Human Geography)</p>	Use world maps 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)	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	Oh I do like to be beside the Seaside	<p>Locate different types of settlement in the United Kingdom. (village/countryside/city/coastal town) (The UK and Local Area)</p> <p><b>Flashback: Recap the four countries and capital cities of the United Kingdom.</b></p> <p>Identify characteristics of Wales and Cardiff. (Locate Llandudno)</p>	<p>Compare geographical similarities and differences between a village and a coastal town in different areas of the UK. (Place and Connections)</p>	<p>Use key words to describe different places and environments:</p> <p>Know the names of key human features, including city, town, village, house, shop, church, bridge, park. (Human Geography)</p> <p>Know the names of key physical features, including beach, forest, hill, sea, ocean, river. (Physical Geography)</p> <p>To understand why we need to look after our environment. (Our Environment)</p>	<p><b>Flashback: Recap simple compass directions (North, South, East, West).</b> To understand what a compass is and why they are used.</p> <p>Use photographs and maps to identify geographical features. Observe an ariel photograph of a seaside location and identify the key features.</p> <p>Discuss and begin to understand the following symbols on an Ordnance Survey map of Lilleshall: road, footpath, place of worship, school, buildings. (Map Skills)</p>	<p>Devise a simple map using pictures or photographs. and add detail to a teacher-prepared drawing or map by visiting a coastal town. (Fieldwork/Investigations)</p> <p>Compare the local environment to a coastal town. Fieldwork: Who can see the sea? Use simple compass directions and directional language to describe the location of features and follow routes on a map, in the context of visiting a seaside locality. (Llandudno) (Fieldwork/Investigations)</p>	village, town, city, countryside, coastal, key, symbols,
Year Two	Autumn	On The Move	<p><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></p> <p><b>Recap the term 'location' and that we can describe a location using compass points.</b> Name and locate the surrounding seas of the United Kingdom. (The UK and Local Area)</p>	<p>Identify and explain geographical similarities and differences between Belfast and Edinburgh. (Place and connections)</p> <p>To understand the relative location of each continent. (Plotting Amy Johnson's Flight Route to Australia, Amelia Earhart's flight across the Atlantic) (The World and its Continents)</p>	<p><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></p> <p>Identify human and physical features in Lilleshall. (Physical Geography, Human Geography, The UK and Local Area)</p>	<p>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)</p> <p>Use maps and globes to begin to build a sense of place.</p> <p>Begin to use atlases to locate the world's</p>	<p><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.</p>	<p>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,</p>

			Name and locate the world's seven continents and five oceans. (The World and its Continents)			continents and relevant countries.  Use ariel photographs to recognise landmarks and simple human and physical features. (Map Skills)		local area, ariel photograph, landmark, observe
Spring	Fabulous Fables and Traditional Tales	Identify characteristics of Northern Ireland and Belfast.  Identify characteristics of Scotland and Edinburgh. (The UK and Local Area)  Locate Newport on a map of the UK (The World and its Continents)  Locate Newport and Kolkata on a world map. (The World and its Continents)	Identify and compare human and physical features of Geography in India and compare to those in England.  Understand geographical similarities and differences between Kolkata (non-European country) and Newport (Place and Connections)	Identify seasonal and daily weather patterns in the United Kingdom. (Human Geography)  Explore the location of hot and cold areas of the world in relation to the equator and the North and South Poles.  Identify Kolkata as a hot country close to the equator. (Place and Connections)	Use world maps, atlases and globes to identify countries, continents and oceans. (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, 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,	
Summer	Oh I do like to be beside the Seaside	Locate different types of settlement in the United Kingdom including a village, town, city and coastal town. (The UK and Local Area)  Flashback: Recap the four countries and capital cities of the United Kingdom and characteristics of Wales/Cardiff.  Locate seaside locations on a map of the UK including Llandudno.	Compare different areas of the United Kingdom and the human and physical features which are found there, for example, a city, a village and a coastal town (Llandudno) (Place and Connections)	Flashback: Identify geographical human and physical features and use key words to describe different places and environments.  Know the names of key human features in a range of locations/settlements, including city, town, village, factory, farm, house, office, port, bridge, harbour and shop.  Know the names of key physical feature in a range of locations/settlements including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.  (Physical Geography and Human Geography)  To understand why we need to look after our environment. (Our Environment)	Observe an ariel photograph of a seaside location and identify the key features.  Identify and understand the following symbols on an Ordnance Survey map of Lilleshall: road, footpath, place of worship, school, buildings.  Compare a map of the local area with a map of a coastal town. (Llandudno - Digimaps)  Devise a freehand map of the local area including key human and physical features and construct simple symbols in a key. (Map Skills)	Use a simple compass and compass directions: North, East, South, West to explore the local area.  Add detail to a teacher-prepared drawing or map.  Compare the local environment to a coastal town. Fieldwork: Who can see the sea? Use simple compass directions and directional language to describe the location of features and follow routes on a map, in the context of visiting a seaside locality. (Llandudno) (Fieldwork/Investigations)	village, town, city, countryside, coastal, key, symbols, route	
Key Stage 1		<p style="text-align: center;"><b>Fieldwork Techniques</b></p> <p>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:</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> </ul>						

- adding details to a teacher-prepared drawing
- making annotated drawings to show variations (e.g. in a row of houses in a local street)
- drawing a freehand map (e.g. of the school grounds, local street or park)
- relating a large-scale plan (e.g. of the school grounds or a local street) to the environment, identifying known features
- marking information on a large-scale plan (e.g. of the school grounds or a local street) using colour or symbols to record observations
- using a simple compass and cardinal compass directions (north, south, west, east)
- taking digital photos (e.g. of buildings in the locality, things seen on a bus journey)
- collecting quantitative data (e.g. to create a pictogram of favourite places to play or how pupils travel to school)
- using a questionnaire (e.g. to find out the most popular options for improving playtimes)
- collecting and sorting natural objects (e.g. leaves, twigs, stones) to investigate their properties
- 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.

#### End Points for Key Stage 2:

Substantive Knowledge –children should know about the following by the end of KS2:

#### Locational and Place Knowledge:

- Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Understand geographical similarities and differences through the study of human and physical Geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

#### Environmental, 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.

#### Map 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.

Lower Key Stage 2	Term	Context for Learning	Locational Knowledge	Place Knowledge	Environmental, Human and Physical Geography	Geographical Skills	Vocabulary	
Year Three	Autumn	The Victorians (UK and Europe)	<p>KS1 Flashback: Recall and locate the countries of the United Kingdom, the surrounding seas, the world’s continents and the five oceans.</p> <p>Understand the significance of the equator, 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>KS1 Flashback: Understand the relative location of each continent.</p> <p>Describe the location of countries in The British Empire using directional language and relative location (describe how a place is related to other places). (The World and its Continents)</p>	<p>KS1 Flashback: What are human and physical features of Geography? Link to fieldwork – London maps. (Human and Physical Geography)</p>	<p>KS1 Flashback: Use simple compass directions (north, south, east, west) when describing the location of countries/ capital cities in the United Kingdom and its surrounding seas.</p> <p>Begin to understand the eight points of a compass (north-east, south-east, north-west, south-west) (Map Skills)</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries that were</p>	<p>Investigate: Key Question; What can we learn about the human and physical Geography of London in the Victorian era? What did maps look like during the Victorian era? Compare past and present maps. Locate Broad Street in London (Link to John Snow and the outbreak of cholera 1854) (Fieldwork/Investigations)</p>	<p>country, continent, city, capital city, town, United Kingdom, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Atlantic Ocean, English Channel, North Sea, Irish Sea, Celtic Sea, place, location, north, east, south, west, north-east, south-east, north-west, south-west, county, relative location, Digital/computer mapping,</p>

			<p>To understand what 'The British Empire' was and the locate the countries that were once ruled by Britain during this time.</p> <p>To locate at least four counties in the United Kingdom including Shropshire. (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>part of the British Empire during Queen Victoria's reign.</p> <p>Begin to identify relevant symbols on an Ordnance Survey map. (including church, park, river, museum, school, hospital, lake, station)</p> <p>Use digital technologies (google earth) and a range of maps to build understanding of scale zooming from exact location to the wider world. (Map Skills)</p>		<p><b>equator</b>, Northern Hemisphere, Southern Hemisphere, <b>country, capital city, borough</b>, British Empire, Great Britain</p>
--	--	--	--	--	--	--	--	---

Spring	Stone Age to Iron Age (Our Local Area)	<p><b>Flashback: Locate Lilleshall on a map of the United Kingdom and wider world.</b></p> <p>Locate Skara Brae and Stone Henge using digital technology (Google Earth). Confidently use four-point compass directions to describe their location and begin to use eight-point. (The UK and Local Area)</p>		<p><b>KS1 Flashback: Recall key landmarks in the UK.</b></p> <p>Identify human and physical features in the UK (including Stone Henge and Skara Brae). (The UK and Local Area, Human and Physical Geography)</p> <p>Explain why settlements develop in certain locations and understand the needs of early settlers. (Human Geography) (Somewhere to Settle Lesson 1 and 2)</p>	<p><b>Observe ariel photographs</b> and drawings of the geography of historic sites linked to Stone Age, Iron Age or Bronze Age.</p> <p>Identify and use symbols of an Ordnance Survey map.</p> <p>Begin to use four-figure grid references.</p> <p>Begin to use eight-point compass directions. (Map Skills)</p>	<p>Use a compass to follow an ordnance survey map of Lilleshall. (Lilleshall Explorer Walk – map out route on Digimaps)</p> <p>To independently create a sketch map including symbols and a key to show how land is used. (Land Use Lesson 1 and 2) (Fieldwork/Investigations)</p>	<p><b>village, town, city, compass directions, north, east, south, west, north-east, north-west, south-east, south-west</b>, ordnance survey map, Skara Brae, Stone Henge, land-use, settlement, settler, four-figure grid reference, sketch map, <b>symbols</b></p>
Summer	Extreme Earth Blue Planet	<p><b>KS1 Flashback: Recap oceans of the world and world continents.</b></p> <p>On a world map, locate where key earthquakes, tsunamis and volcanoes have occurred. (The World and its Continents)</p> <p>Locate key rivers in the UK and Europe. (The UK and Local Area)</p>	<p>Compare two volcanic eruptions including Mount Vesuvius in Pompeii. Identify relative location. (The World and its Continents, Physical Geography)</p>	<p>To describe and understand key aspects of physical geography in the context of what is under the Earth's surface (the structure of the earth). (Physical Geography)</p> <p>Know what causes an earthquake, tsunami and volcano to erupt. (Physical Geography)</p> <p>Understand the impact that earthquakes, tsunamis and volcanoes have on individuals. (Human Geography)</p> <p>Name types of extreme weather and the impact they have on people's lives including flooding. (Physical Geography)</p>	<p><b>To use maps, atlases, globes</b> and digital/computer mapping to locate the world's tectonic plates and locate where in the world natural disasters are likely to happen.</p> <p>Use eight-point compass directions to describe where these places are in the world and in comparison to the UK. (Map Skills)</p>	<p>Investigate the impact of plastic pollution in the ocean. Research and explore how we can help reduce this worldwide issue. (Human Geography, Our environment, Fieldwork and Investigations)</p>	<p><b>north, east, south, west, north-east, north-west, south-east, south-west, compass, relative location, continent, Asia, Africa, North America, South America, Europe, human geography, physical geography</b>, natural disaster, structure, outer core, inner core, mantle, crust, tectonic plate, volcano, magma, active, dormant, extinct, tsunami, earthquake, <b>river, ocean, sea</b>, flood, tornado, drought, water cycle, plastic pollution, sustainability</p>

					Know and label the main features of a river. (Physical Geography)			
Year Four	Autumn	The Victorians (UK and Europe)	<p>Flashback: Recall and locate the countries of the United Kingdom, the surrounding seas, the world's continents significance of the equator, the Northern Hemisphere and the Southern Hemisphere.</p> <p>To locate at least four counties in the United Kingdom including Shropshire and make links to key prior learning/knowledge (e.g. Wroxeter/Shropshire, Bath/Somerset – Romans, Stone Henge – Wiltshire, (The UK and Local Area)</p> <p>Locate at least six countries in Europe, their capital cities and some characteristics. (The World and its Continents)</p>	<p>Flashback: Understand the relative location of each continent.</p> <p>To understand what 'The British Empire' was and the locate the countries that were once ruled by Britain during this time.</p> <p>Describe the location of countries in The British Empire using directional language and relative location (describe how a place is related to other places). (The World and its Continents)</p>	Flashback: What are human and physical features of Geography? Link to fieldwork – London maps. (Human and Physical Geography)	<p>Flashback: To use maps, atlases, globes and digital/computer mapping to locate countries that were part of the British Empire during Queen Victoria's reign.</p> <p>Begin to identify relevant symbols on an Ordnance Survey map. (including church, park, river, museum, school, hospital, lake, station)</p> <p>Use digital technologies (google earth) to build on understanding of scale zooming from exact location to the wider world.</p> <p>(Map Skills)</p>	Investigate: Key Question; What can we learn about the human and physical Geography of London in the Victorian era? What did maps look like during the Victorian era? Compare past and present maps. Locate Broad Street in London (Link to John Snow and the outbreak of cholera 1854)	country, continent, city, capital city, town, United Kingdom, Asia, Africa, North America, South America, Antarctica, Europe, Australia, Pacific Ocean, Atlantic Ocean, Indian Ocean, Southern Ocean, Arctic Ocean, Atlantic Ocean, English Channel, North Sea, Irish Sea, Celtic Sea, place, location, north, east, south, west, north-east, south-east, north-west, south-west, county, relative location, Digital/computer mapping, equator, Northern Hemisphere, Southern Hemisphere, country, capital city, borough, British Empire, Great Britain
	Spring	Stone Age to Iron Age (Our Local Area)	<p>Flashback: Locate Lilleshall on a map of the United Kingdom and wider world.</p> <p>Locate Skara Brae and Stone Henge using digital technology (Google Earth). Use eight-point compass directions to describe their location.</p> <p>(The UK and Local Area)</p>		<p>Flashback: Recall human and physical features in the UK and Europe.</p> <p>Identify human and physical features in the UK (including Stone Henge and Skara Brae). (The UK and Local Area, Human and Physical Geography)</p> <p>Explain why settlements develop in certain locations and understand the needs of early settlers. (Human Geography) (Somewhere to Settle Lesson 1 and 2)</p>	<p>Observe ariel photographs and drawings of the geography of historic sites linked to Stone Age, Iron Age or Bronze Age.</p> <p>Begin to identify and use symbols of an Ordnance Survey map.</p> <p>Use four figure grid references and eight-point compass directions.</p> <p>(Map Skills)</p>	Use a compass to follow an ordnance survey map of Lilleshall. (Lilleshall Explorer Walk – map out route on Digimaps)	village, town, city, compass directions, north, east, south, west, north-east, north-west, south-east, south-west, ordnance survey map, Skara Brae, Stone Henge, land-use, settlement, settler, four-figure grid reference, sketch map, symbols
	Summer	Extreme Earth Blue Planet	<p>Flashback: Recap oceans of the world and world continents.</p> <p>On a world map, locate where key earthquakes, tsunamis and volcanoes have occurred including key information about each one. (The World and its Continents)</p>	Compare two volcanic eruptions including Mount Vesuvius in Pompeii. Identify relative location to the UK. (The World and its Continents, Physical Geography)	<p>To describe and understand key aspects of physical geography in the context of what is under the Earth's surface (the structure of the earth). (Physical Geography)</p> <p>Know what causes an earthquake, tsunami and volcano to erupt. (Physical Geography)</p> <p>Understand the impact that earthquakes, tsunamis and volcanoes have on</p>	<p>To use maps, atlases, globes and digital/computer mapping to locate the world's tectonic plates and locate where in the world natural disasters are likely to happen.</p> <p>Use eight-point compass directions to describe where</p>	Investigate the impact of plastic pollution in the ocean. Research and explore how we can help reduce this worldwide issue. (Human Geography, Our environment, Fieldwork and Investigations)	north, east, south, west, north-east, north-west, south-east, south-west, compass, relative location, continent, Asia, Africa, North America, South America, Europe, human geography, physical geography, natural disaster, structure, outer core, inner core, mantle,

			Locate key rivers in the UK and Europe and <b>their key characteristics.</b> (The UK and Local Area)		individuals. (Human Geography)  Name types of extreme weather and the impact they have on people's lives including flooding. (Physical Geography)  Know and label the main features of a river. (Physical Geography)	these places are in the world and in comparison to the UK.  (Map Skills)		crust, tectonic plate, volcano, magma, active, dormant, extinct, tsunamis, earthquake, <b>river, ocean, sea</b> , flood, tornado, drought, water cycle, plastic pollution, sustainability
--	--	--	--	--	--	--	--	---

	<b>Fieldwork Techniques</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>Lower Key Stage 2</b>	<ul style="list-style-type: none"> <li>• making models, annotated drawings and field sketches to record observations</li> <li>• drawing freehand maps of routes (e.g. of a walk to a site in the local area)</li> <li>• relating a large-scale plan of the local area or fieldwork site to the environment, identifying features relevant to the enquiry</li> <li>• recording selected geographical information 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 quantitative fieldwork data (e.g. to compare how far people travel to different types of shop)</li> <li>• developing a simple method of recording their feelings about a place or site</li> </ul>							

<b>Upper 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>	
<b>Year Five</b>	Autumn	Exploring The Americas	<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>Identify the position and significance of The Tropics, Arctic and Antarctic Circle.</p> <p>Begin to understand the significance of latitude, longitude and begin to understand the significance of the Prime (Greenwich) Meridian.</p> <p>Locate North and South America and use an atlas/digital mapping to find the names of countries and capital cities.</p>	Understand and describe the relationship between climate zones and biomes and their relative location in the world. (Physical Geography, Place and connections)	Describe and compare the characteristics of different biomes. (Physical Geography)	<p><b>Use maps, atlases, globes and digital mapping</b> to locate the world's biomes.</p> <p><b>Use eight-point compass directions to describe where these places are in the world and in comparison, to the UK.</b></p> <p>(Map Skills)</p>	<p>Research data about average temperature and rainfall in countries across The Americas, Record/analyse data in graphs and write up an analysis of your findings.</p> <p>(Fieldwork and investigations)</p>	<p><b>Digital/computer mapping, equator, Northern Hemisphere, Southern Hemisphere, country, capital city, north, east, south, west, north-east, north-west, south-east, south-west, compass, relative location, continent, Asia, Africa, North America, South America, Europe, human geography, physical geography,</b> 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, fair trade, analyse, record,</p>

			Locate different types of biomes across the world. <i>(The World and its Continents)</i>					
Spring	North America (USA) Mountains	<p><b>Flashback: Recap the term, 'county' – can children recall four counties in the UK?</b></p> <p>Locate USA on a world map and understand the term, 'state'. Compare and contrast a state to a county. <i>(The world and its continents)</i></p> <p>Locate key mountain ranges in the world. <i>(The world and its continents)</i></p> <p>Use a map to locate areas of higher ground in the UK and explain how contour lines work. <i>(The UK and our local area)</i></p>	<p>Compare key geographical features of a region in North America to a region in South America (The Amazon Rainforest, Brazil and Denali National Park, Alaska.) <i>(Places and connections)</i></p>	<p><b>Flashback: Name human and physical features.</b></p> <p>Identify human and physical features through a comparison study. <i>(Human and Physical Geography)</i></p> <p>Describe the key features of a mountain range including a mountainous climate. <i>(Physical Geography)</i></p> <p>Describe the impact of tourism on mountain ranges. <i>(Human Geography)</i></p>	<p><b>Use maps, atlases, globes and digital/digital mapping to locate the world's mountain ranges.</b></p> <p><b>Use eight-point compass directions to describe where mountains are located in the world and in comparison, to the UK.</b></p> <p><b>Use digital mapping and ordnance survey maps to observe areas of higher ground in the UK.</b></p> <p><i>(Map Skills)</i></p>	<p>The impact of tourism on mountain ranges: A study of Snowdonia. How have humans impacted the area? What is being done to sustain the beauty of the area? Develop questions and investigate the impact of tourism on Snowdonia.</p> <p><i>(Fieldwork and Investigations)</i></p>	<p>state, county, compare, contrast, physical feature, human feature, region, mountain, mountain range, contour lines, tectonic plate, volcano, magma, crust, tourism, Snowdonia, Ben Nevis, Everest, Kilimanjaro, skiing, summit, slopes, gorges, ascent, blizzard, altitude, avalanche, snowstorm, hypothermia, base camp, human impact, expedition, landscape, valley, sustain, digital mapping, fold mountains, fault-block mountains, volcanic mountains, dome mountains</p>	
Summer	Ancient Greece Local Fieldwork/Maps	<p>Locate key areas of interest on a map of Shropshire. <i>(The UK and our local area)</i></p>	<p>Compare and contrast a large town in Shropshire (Shrewsbury or Ironbridge) to Lilleshall with a focus on human and physical geographical features. <i>(Places and connections)</i></p> <p>Understand our interconnectivity with the world through trade. <i>(Place and connections)</i></p>	<p>Locate human and physical geographical features on ordnance survey maps in Shropshire. <i>(Human and Physical Geography)</i></p> <p>To explore economic activity through trade links in the past and present (link to trade in ancient Greece) <i>(Human geography)</i></p>	<p><b>Flashback: Use the eight points of a compass and four-figure grid references, ordnance survey symbols and key.</b></p> <p><b>Create a sketch map</b> of a large town in Shropshire using own symbols and key.</p> <p>Identify relevant symbols on an Ordnance Survey map of Ironbridge and Shrewsbury.</p> <p>Begin to use six-figure grid references to locate geographical features.</p> <p>Orienteering: Use a compass independently to navigate a route/map and find specific points of interest</p> <p><i>(Map Skills)</i></p>	<p>Contact a school or local MP in a differing county – ask them to share what they love about their county. Children to share what makes Shropshire unique in the UK in terms of geographical features (human and physical) – collecting, researching, analysing and presenting information.</p> <p><i>(Fieldwork and Investigations)</i></p>	<p>settlement, village, town, city, compass directions, north, east, south, west, north-east, north-west, south-east, south-west, ordnance survey map, , sketch map, symbols, human feature, physical feature, trade, import, export, port</p> <p>six-figure grid reference, navigate, collect, research, analyse, present</p>	
Year Six	Autumn	Exploring The Americas	<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,</b></p>	<p><b>Flashback: Understand and describe the relationship between climate zones and biomes. <i>(Physical Geography)</i></b></p>	<p><b>Describe and compare the characteristics of different biomes across The Americas.</b></p>	<p><b>Use maps, atlases, globes and digital/digital mapping to locate the world's biomes with a focus on North and South America.</b></p>	<p>Research data about average temperature and rainfall in countries across The Americas, Record/analyse data in graphs and write up an analysis of your findings.</p> <p><i>(Fieldwork and investigations)</i></p>	<p>Digital/computer mapping, equator, Northern Hemisphere, Southern Hemisphere, country, capital city, north, east, south, west, north-east, north-west,</p>

		<p>the Northern Hemisphere, the Southern Hemisphere, the position and significance of The Tropics, Arctic and Antarctic Circle and the significance of latitude and longitude.</p> <p>To explain the position and significance of the Prime/Greenwich Meridian and time zones (including day and night).</p> <p><b>Flashback: Describe and compare the geographical location of different biomes.</b></p> <p>Locate biomes across The Americas on a world map.</p> <p>(The World and its Continents)</p>	Describe the relative location of biomes across The Americas. (Physical Geography, Places and connections)		Use eight-point compass directions to describe where these places are in the world and in comparison, to the UK.		south-east, south-west, compass, relative location, continent, Asia, Africa, North America, South America, Europe, human geography, physical geography, 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, analyse, record,
Spring	North America (USA) Mountains	<p><b>Flashback: Recap the term, 'county' – can children recall four counties in the UK?</b></p> <p>Locate USA on a world map and understand the term, 'state'. Compare and contrast a state to a county. (The world and its continents)</p> <p>Locate key mountain ranges in the world. (The world and its continents)</p> <p>Use a map to locate areas of higher ground in the UK and explain how contour lines work. (The UK and our local area)</p>	Compare key geographical features of a region in North America to a region in South America (The Amazon Rainforest, Brazil and Denali National Park, Alaska.) (Places and connections)	<p><b>Flashback: Name human and physical features.</b></p> <p>Identify human and physical features through a comparison study. (Human and Physical Geography)</p> <p>Describe the key features of a mountain range including a mountainous climate. (Physical Geography)</p> <p>Describe the impact of tourism on mountain ranges. (Human Geography)</p>	<p>Use maps, atlases, globes and digital/digital mapping to locate the world's mountain ranges.</p> <p>Use eight-point compass directions to describe where mountains are located in the world and in comparison, to the UK.</p> <p>Use digital mapping and ordnance survey maps to observe areas of higher ground in the UK.</p> <p>(Map Skills)</p>	The impact of tourism on mountain ranges: A study of Snowdonia. How have humans impacted the area? What is being done to sustain the beauty of the area? Develop questions and investigate the impact of tourism on Snowdonia.	state, county, compare, contrast, physical feature, human feature, region, mountain, mountain range, contour lines, tectonic plate, volcano, magma, crust, tourism, Snowdonia, Ben Nevis, Everest, Kilimanjaro, skiing, summit, slopes, gorges, ascent, blizzard, altitude, avalanche, snowstorm, hypothermia, base camp, human impact, expedition, landscape, valley, sustain, digital mapping, fold mountains, fault-block mountains, volcanic mountains, dome mountains
Summer	Ancient Greece Local Fieldwork/Maps	Locate key areas of interest on a map of Shropshire. (The UK and our local area)	<p>Compare and contrast a large town in Shropshire (Shrewsbury or Ironbridge) to Lilleshall with a focus on human and physical geographical features. (Places and connections)</p> <p>Understand our interconnectivity with the world through trade. (Place and connections)</p>	<p>Locate <b>human and physical geographical features</b> on ordnance survey maps in Shropshire. (Human and Physical Geography)</p> <p>To explore economic activity through trade links in the past and present (link to trade in ancient Greece) (Human geography)</p>	<p><b>Flashback: Use the eight points of a compass and six-figure grid references, symbols and key.</b></p> <p>Create a sketch map of a large town in Shropshire using own symbols and key.</p> <p>Independently use six-figure grid references and knowledge of symbols to</p>	Contact a school or local MP in a differing county – ask them to share what they admire about their county. Children to share what makes Shropshire unique in the UK in terms of geographical features (human and physical) – collecting, researching, analysing and presenting information.	settlement, village, town, city, compass directions, north, east, south, west, north-east, north-west, south-east, south-west, ordnance survey map, , sketch map, symbols, human feature, physical feature, trade, import, export, port, six-figure grid reference, navigate, collect, research, analyse, present

locate geographical features on Ordnance Survey maps.

(Map Skills)

#### 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 (e.g. of a site they have visited)
- relating large-scale plans to the fieldwork site, identifying relevant features
- recording selected geographical data 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 qualitative data (e.g. to find out and compare pupils' views on plastic waste)
- record their feelings about the advantages and disadvantages of a proposed development, for instance

*Upper Key  
Stage 2*